

**AN ANALYSIS OF WRITING TASKS IN “BAHASA INGGRIS THINK
GLOBALLY ACT LOCALLY” TEXTBOOK FOR NINTH GRADE
STUDENTS OF JUNIOR HIGH SCHOOL**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S-1 Degree

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ABSTRACT

AN ANALYSIS OF WRITING TASKS IN “BAHASA INGGRIS THINK GLOBALLY ACT LOCALLY” TEXTBOOK FOR THIRD-GRADE STUDENTS OF JUNIOR HIGH SCHOOL

This research aimed to find out, to count and to explain the kind of writing task provided in the textbook meet the kind of writing task as suggested by I. S. P. Nation's theory. The research method used mixed methods, especially explanatory sequential mixed methods design. To find out, analyze the data, and count the result of data findings this research used descriptive quantitative with calculating the percentages by using Arikunto's schema of quality classification. To explain the follow up of the result of the data findings, this research used qualitative content analysis. The result displayed that from 34 writing tasks provided in the textbook, 29 writing tasks are meet the criteria of the kind of writing task as suggested by I. S. P. Nations' Theory. From 27 kinds of writing task as suggested by I. S. P Nation's theory, there are 7 kinds of writing task was available in the textbook with the percentage 25,92%.

Keywords: *Writing task, Task Analysis, Textbook.*

DECLARATION

I, herewith, testify that this research paper entitled “**An Analysis of Writing Tasks in “Bahasa Inggris Think Globally Act Locally” Textbook for Third-Grade Students of Junior High School**” is really my own writing with some quotations from some sources by using the acceptable scientific method of writing. Therefore, I will be responsible for any risk happened in the future if it is proved to offend the ethics of scientific writing.

Bandar Lampung, September 2019

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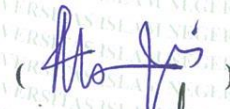
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MOTTO

فَإِنْ تَوَلَّوْا فَقُلْ حَسْبِيَ اللَّهُ لَا إِلَهَ إِلَّا هُوَ ۚ عَلَيْهِ تَوَكَّلْتُ وَهُوَ رَبُّ الْعَرْشِ الْعَظِيمِ

But if they turn away, say (O Muhammad ﷺ): "Allah is sufficient for me. *La ilaha illa Huwa* (none has the right to be worshipped but He), in Him I put my trust and He is the Lord of the Mighty Throne."¹
(QS. At-Taubah: 129)



¹Hafiz Abdul Waheed. *Interpretation of the Meaning of Noble Qur'an*. Texas: Dar-Us-Salam Publication. 1995. Available on <http://noblequran.com/translation/index.html> (accessed on Monday, 16th September 2019: 22.16 PM)

DEDICATION

This thesis is dedicated to:

1. Allah SWT who has guided me to finish this thesis gratefully.
2. My beloved parents, my mother Sri Rahayu and my father Syamsudi who have given me the true strength, inspiration, love, pray and reason to me to pass the pain.
3. My beloved sister and brother, Lulu Luthfia and M. Azis Qusyairi who became the reason for me to make my parents happy.
4. My beloved lecturers and almamater, UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Nurayu Prelia Putri whose nickname Nurayu and Putri. She was born in Sukoharjo, South Lampung, on April 11nd, 1997. She is the first daughter of three children of Mr. Syamsudi and Mrs. Sri Rahayu. The researcher has one young sister whose name is Lulu and one young brother whose name is Azis.

The researcher started her formal study in pre-elementary school of TK Dharma Wanita Kalianda, South Lampung, and graduated in year 2003. She continued her study to SD N 3 Way Urang, South Lampung, and graduated in year 2009. After that, she continued to MTs. N 1 Kalianda, South Lampung, and graduated in year 2012. After finishing her study at Junior High School, the researcher continued her study to MA Al-Fatah Lampung, and graduated in year 2015. The last, she continued her study to UIN Raden Intan Lampung.

The researcher joined some organizations during her had been studying in UIN Raden Intan Lampung. They are: Member of UKM Bahasa in period 2015-2019 and member of ESA in period 2015-2016.

During being a student in UIN Raden Intan Lampung, the researcher has experience to be a teacher in a course of Bimbel Hanabee, Way Kandis, Tanjung Seneng, Bandar Lampung.

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I am grateful to Allah, the Lord of the world, the God of the people, the king of the kings, for the good mercy and blessing during my study and in completing this final project. Then, my humbles gratitude to the holy prophet Muhammad (Peace be upon him) whose way of life has been continuous guidance for me.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

For that reason, the researcher would like to thank the following people for their ideas, time and guidance for this thesis.

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Nevertheless, this thesis is far from being perfect, therefore, any constructive criticism, ideas, and suggestions for its improvement will be greatly appreciated.

Bandar Lampung, September 2019

The researcher,

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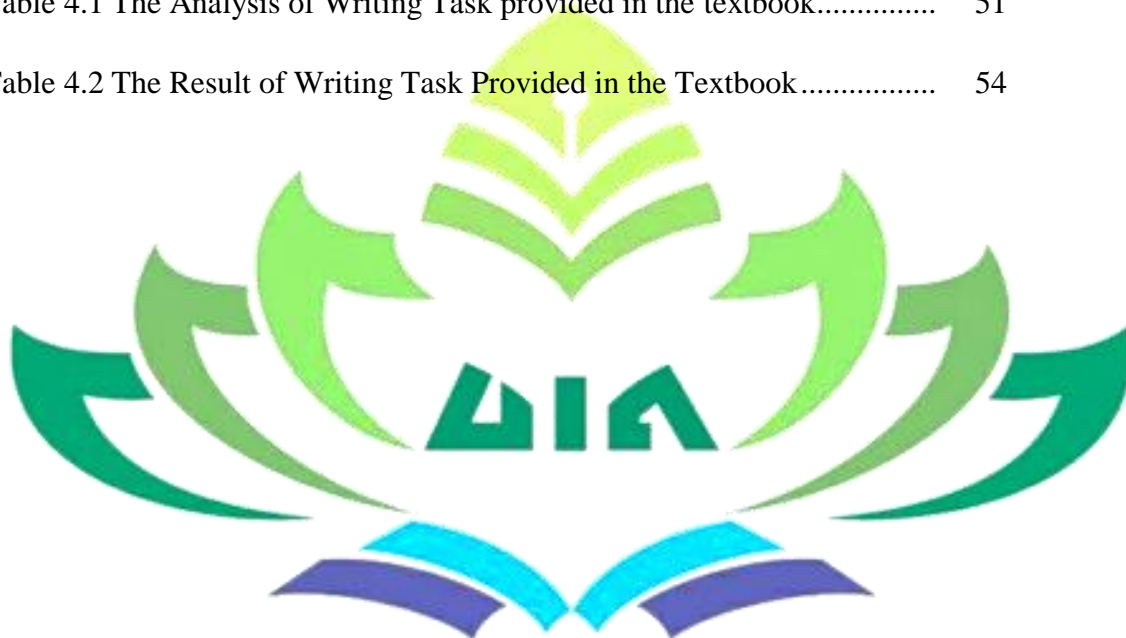
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CHAPTER I

INTRODUCTION

A. Background of the Research

In teaching learning language process, there are four skills that need to be learned by the students, namely speaking, listening, reading and writing. Baker says the four basic language abilities are commonly regarded as speaking, listening, reading and writing.² They had become the skill that the students obligatory to learn. Writing was one of the most important skills for educational success, but also one of the most complex skills to be mastered.³ The students need to learn some aspects of the writing skills in the classroom. They should have the ability to be a master. Like how the way to start writing, the grammatical, vocabulary, content, mechanism, and so on.

Writing is the frame work of our communication. Whether it be an office memo, restaurant menu, or a love letter.⁴ In education, especially in writing subjects, the students were learning to write a simple sentence to express their self to practice the subject that they have learned before. Such as to take note of their learning, create an opinion, an essay, a letter, and poetry. Of course, all those things need to practice first and the teachers become a

²Heather Lotherington, "What Four Skills? Redefining Language and Literacy Standards for ELT in the Digital Era".*Tesl Canada Journal*, Vol 22 No 1, Canada, 2004, p. 65.

³Marion Tillema, "Writing in first and second language".*LOT Trans 10 3512 JK Ucrecth*, The Netherlands, 2012, p. 1.

⁴Brandon Gustafson., et al. "Why Writing is so Important" (On-line), available on: http://home.utah.edu/~u0404503/PDF/School/Power%20Points/why_writing_is_so_important.pdf. (accessed on Saturday, March 02, 2019: 23.36 pm).

guide for the students to learn. The teachers must explain and gave an example for the students before asking the students to practice the subject.

To practice writing in the classroom was not an easy thing to do, because writing is a productive skill. Harmer stated there were two kinds of productive skill in learning English. Writing is one of two productive skills in which the students are expected to produce language themselves to ensure their communicative competence.⁵ It means the students need to produce language. They had to use their imaginations, ideas, feeling and opinions when they start to write something.

The students need to follow a tool to study writing task as like as the book that contains all of the tasks about the materials subject and it was help the students in their learning process. The textbook had a big impact on the learning process. As stated by Graves, the textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning.⁶ Therefore, the good component of task on the textbook can support the teacher to teach and achieve the aim of learning. The textbook also will help the students to understand the materials of study in the classroom easily.

As a guide and reference for the teacher to extend the material for their children, it is important to know the component of the writing tasks on the textbook that was used for teaching and learning in the classroom. Hughes

⁵Komariyah.Desi Nur, "Writing Strategies Used by the Fourth Semester Students of English Education Department". (A thesis in Teacher Training and Education Faculty, University of Muhammadiyah, Purwokerto, 2015).

⁶Gak. M Dragana, "Textbook – An Important Element in the Teaching Process". *Hactaba Ctpahnx Jenika*.

said, the best way to test people's writing ability is to get them to write.⁷ It means that writing materials in the textbook should be contain the component of task that teach the manner how to write in a good aspect.

Nowadays, to find a compatible textbook that appropriates to the component of the task was not an easy thing to do. The teachers, as the instructor for the students, should be able to establish the textbook that fulfilled the suitability material to use for the students to learn. Another fairly typical factor to consider is that teachers or course organizers are often under considerable professional and financial pressure to select a course book for an ELT programme that will then become the textbook for years to come.⁸ Those reasons were enough to motivate the teachers to select a good textbook that can be used in ELT in the classroom or course. The teachers also were proud of their self if they can find a suitable textbook to use.

The education system in Indonesia have implemented by some curricula. The education system in Indonesia have implemented by some curricula. Especially, after the Indonesian nation became independent, national education curricula have changed in the year 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and 2013.⁹

Some recent curricula which had been launched by BSNP and implemented in Indonesian's ELT were 1947 Curriculum (Rentjana Pelajaran

⁷Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p. 1.

⁸Jo McDonough., et al. *Materials and Method in ELT A teacher's guide*. West Sussex: Blackwell publishing. 2013. p. 51.

⁹Rosari. Meitras Andri, et. al, "Perkembangan Kurikulum Indonesia", (a Paper in Telaah dan Pengembangan Kurikulum Matematika subject, Singkawang Faculty of Teacher Training and Education Faculty, 2017/2018), p. 3-14.

1947), 1952 Curriculum (Rentjana Pelajaran Terurai 1952), 1964 Curriculum (Rentjana Pendidikan 1964), 1968 Curriculum, 1975 Curriculum, 1984 Curricula (Kurikulum 1975 yang disempurnakan, 1994 Curriculum, 2004 Curriculum (Kurikulum Berbasis Kompetensi/KBK), 2006 Curriculum (Kurikulum Tingkat Satuan Pendidikan (KTSP), and the most current one 2013 Curriculum (Kurikulum 2013).¹⁰

To get a good result, the students have to learn the tasks from a good and trustworthy source. According to Prof. Dr. Hermawati Syarif, M. Hum 2013 Curriculum is a form of integrated work between reconstruction of passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform.¹¹ It became a good facilitator for the students to learn.

2013 Curriculum is a good source for the students. It supplies all competencies that needed for the students to learn on their learning process. The component of 2013 Curriculum are every subject supports all competencies (attitude, skill and knowledge) where subject is designed tied one and another and it has basic competence which is tied by the core competence of each class.¹² Thus, the researcher chosen this textbook to be analyzed.

¹⁰*Ibid.*

¹¹Afdal Ade Hendrayana, "Teaching and Learning Models in 2013 Curriculum". Alumnus in Association of Van Deventer-Maas Sticing (On-line), <http://alumnivandeventer.org/teaching-and-learning-models-in-Curriculum-2013/>, (accessed on April 17, 2018).

¹²*Ibid.*

There were some of the reasons for the researcher that encourages to choose the topic of this research. The first one, the writing was one of the four skills in English language teaching-learning subject that needed to be learned by the students because when they want to apply for a job in their future, some of the institutes was requesting the applicants to write and to speak English. Therefore, the students need to learn writing tasks from the beginning so that they can prepare and practice well.

The second, Textbook was an important aspect of the teaching-learning process. The textbook was guided and support the teachers to teach the tasks well and save the teachers time to find kind of tasks. The textbook also provided the tasks that are needed for the students to organize their learning process.

The next, 2013 Curriculum was one of some curricula that have implemented in Indonesia Education. It also contains good content that can develop the students' abilities. 2013 Curriculum emphasizes greatly in building students characters, developing relevant skills-based on students' interests and needs, and developing an athematic approach that benefits students' cognitive abilities.¹³ The last, the task was an important element in a language teaching process. It contains all of the subjects that need to be teaching with the students in the classroom.

¹³Imam Gunawan, "Indonesian 2013 Curriculum: Instructional Management, Obstacles faced by teachers in Implementation and the Way Forward", *Advances in Social Science, Education and Humanities Research*, Volume 128, (Malang: Departement of Educational Administration, 2017), p.56.

This research has some of the previous researchers as the reference in this study. The first previous research by Dita Ayuk Prastian's thesis with the title An Analysis of Writing Task of English Textbook Entitled *Bright* for The Seventh Grade Students of Junior High School. The researcher took this research because it has the resemble title about analyze the writing tasks on an English textbook and also has the same criteria of writing task but different book and method.

The resemblance of this research with her research was about textbook analysis, but the difference was about the objective of the research. The researcher above was analyze the reading materials based on School-Based Curriculum (KTSP); here the researcher would analyze the writing tasks based on I. S. P. Nation's theory.

The second was by Devi Audina Pratama, the title was An Analysis of Textbook Entitled "Pathway to English" Published by Erlangga at the First Semester of the 11th Grade Of Senior High School. Her research was from fresh graduated student in State Islamic University of Raden Intan Lampung. The reason choosen this research was the similarity of title, from the same university. It would become a guide for the researcher to continue this research by following this research as a reference.

The last previous research came from Rusda Ayu Syafniar, the title was the Analysis of the Reading Materials in "English Alive" Textbook Based on School-Based Curriculum for Second Grade Students of Senior High School. Her research focused on the reading materials in the English Alive

textbook based on the requirements specified in the KTSP for the second-grade students of Senior High School. The objective of her research was to describe clearly the conformity of reading materials in English Alive textbook with the requirements in the school-based curriculum (KTSP).¹⁴

To analyze this research, the researcher used the kind of writing task suggestion by I. S. P. Nation. He is a Professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University in Wellington, New Zealand. He provided a wealth of suggestion for helping the teacher to design and present a balanced program for their students.¹⁵

Based on the explanations above, the textbook influenced the content of the task in a subject of study. Hence, the teachers need to choose a good textbook that includes all the component of the subject for teaching to increase the students' knowledge. As the importance of the writing skill for study English and textbook to advocate education in Indonesia. In this research, the researcher was focused to analyze the writing tasks in the textbook in the 2013 Curriculum.

There were lots of publishers of textbooks in Indonesia, but the researcher has chosen the “Bahasa Inggris Think Globally Act Locally” textbook to analyzed because this textbook suggested by the Indonesian Ministry of Education and Culture to use as the guide book at school. This textbook is still being used in some schools, such as in SMPN 21 Bandar Lampung and SMPN 29 Bandar Lampung. The title in this research is “An

¹⁴*Ibid.* Syafniar. Rusda Ayu. p. v.

¹⁵Nation, I. S. P. *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009)

Analysis of Writing Tasks in “Bahasa Inggris Think Globally Act Locally Textbook for Ninth Grade Students of Junior High School”.

B. Identification of Problem

Based on the background above, the researcher found some problems as follow:

1. What did the writing tasks that meet the kind of writing task as suggestion by I. S. P Nation’s theory?
2. How did the writing task meet the kind of writing task as suggested by I. S. P Nations Theory?

C. Limitation of the Research

The limitation of this research based on the identification of problems:

1. The researcher focused on the writing task provided in a Bahasa Inggris Think Globally Act Locally textbook for ninth grade students of Junior High School published by the Indonesian Ministry of Education and Culture meet the kind of writing task as suggested by Paul Nation’s theory.
2. The English Textbook that would be analyzed was Bahasa Inggris Think Globally Act Locally textbook for ninth grade students of Junior High School published by the Indonesian Ministry of Education and Culture.

D. Formulation of Problem

Some formulations of problem in this research as follow:

1. How many the writing task in Bahasa Inggris Think Globally Act Locally Textbook for Ninth Grade Students of Junior High School published by Indonesian Ministry of Education and Culture meet the kind of writing task as suggestion by I. S. P Nation's theory?
2. How the writing tasks those were provided in Bahasa Inggris Think Globally Act Locally textbook for ninth grade students of Junior High School published by Indonesian Ministry of Education and Culture meet the kind of writing task as suggested by I. S. P. Nation's theory?

E. Objective of the Research

The objectives that follow on this research are:

1. To find out and to count the writing tasks provided in the Bahasa Inggris Think Globally Act Locally textbook for ninth grade students of Junior High School published by Indonesian Ministry of Education and Culture textbook meet the kind of writing task as suggested by I. S. P. Nation's theory.
2. To explain the writing task in Bahasa Inggris Think Globally Act Locally textbook for ninth grade students of Junior High School published by Indonesian Ministry of Education that fulfilled the kind of writing task as suggested by I. S. P. nation's theory.

F. Significance of the Research

The researcher hopes this research would be given some profits:

1. Theoritically:

The expected of this research is the findings of the result would support the theories in the type of writing task.

2. Practically:

- a. English Teachers

The good textbook for teaching largely has been significant with the curriculum. The teacher should know and verify the composition of tasks in a textbook well before beginning to teach in the classroom. Thomson says, the textbook is a stimulus or instrument for teaching and learning¹⁶. Thus, the textbook used as a media in the teaching and learning process to get the purposes of education. Therefore, the result of this research could help the teacher to know how many the writing tasks in this textbook on the 2013 Curriculum for good teaching meet I. S. P. Nation's theory.

- b. Students

To give the students information about a good textbook that includes good tasks as a complement to develop their communicative competence in the learning process. So the result of this research would help the students to know how to choose the textbook which

¹⁶Hifzahtul Radiah, "An Analysis on The Reading Materials and Questioning Comprehension of English Textbook Mount for Eight Grade of Junior High School Students". (a Thesis in Teacher Training and Education faculty, Palangka Raya University, 2006).

has the good task for increasing their knowledge, especially in writing tasks in Bahasa Inggris Think Globally Act Locally textbook for ninth grade students of Junior High School published by Indonesian Ministry of Education and Culture meet I. S. P. Nation's theory.

c. The Researcher

To increase the researcher information about how to analyze the writing tasks in the textbook because this research gives the researcher much knowledge. This research also would become nourishment and exercise for the researcher to expand the view related to the subject would be researched. In other words, this research also would help the researcher to answer the research questions. Beside it, this research would become motivating for the researcher to consistent in the work that can create a good result and useful for the teachers and students.

d. The Other Reseachers

The researcher hopes this research would help the other researchers if they have interested in doing the same research and become one of their facilities of references to gather the pieces of information. Likewise, the outcome of this research can be used for developing new research in the future better and repaired the weakness before with wonderful research which produced the beneficial result that can be used for the teachers and students to teach, study and increase their knowledge in education.

G. Scope of the Research

Here some scope of the research would be included in this study:

1. Research Subject

The subject of this research was Bahasa Inggris Think Globally Act Locally textbook for ninth grade students of Junior High School published by Indonesian Ministry of Education and Culture.

2. Research Object

The object of this research was to analyze the writing tasks on Bahasa Inggris Think Globally Act Locally textbook for ninth grade students of Junior High School published by Indonesian Ministry of Education and Culture meet the criteria of writing tasks suggested by I. S. P. Nation's theory.

3. Research Time

The time of this research was the time when the researcher analyzed the writing tasks, found the result from this research and give the conclusion from this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing

1. Defintion of Writing

Writing is a skill and a craft that needs to be taught and which is learned from practice.¹⁷ To begin writing, the student needs a preparation. The students have to know what they want to write. They must have created. In writing skill, students need practice. They have to think something before they begin to write. It's not easy because they need the imagination to advocate them. The students need to pay attention to the grammatical, morphological, lexical, etc.

Bram said, writing is producing or reproducing written message.¹⁸ It signifies in every writing contain a certain purpose, organizes the ideas and to give a piece of information for the readers. Morris said, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. It means the important things in the writing is to make the reader understand the meaning in the written is made.¹⁹

In writing skills student more carefully organized, more explanatory, the words choice is more deliberate or bookish and the structure of the word that they write typically arranged. When the students

¹⁷Professional Development Service for Teachers. *Writing genre-A Structured Approach*. (2013), p. 2.

¹⁸What is Writing?" (On-line), available on: <http://englishforthesis.blogspot.co.id/2012/05/what-is-writing.html> (March 14st 2018).

¹⁹*Ibid*. What is Writing? p. 2.

always practice writing something and always try to repair their mistakes in writing, they will get a good result.

The conclusion of those statements; writing is one of the skill in English teaching-learning process where needed preparation to learn. The students need to know how to begin writing. In writing the students need to express their ideas and what the topic that they wanted to learn. The purpose of the writing is to give the information for the readers. To do all the students need good preparation and support from the teachers.

2. Purpose of Writing

Pincas says writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work.²⁰ It shows that writing is an activity which has many profits, both for writer and reader. The reader will get information and knowledge from the writer. And for the writer, she gets satisfaction because her writing would useful for the reader and she would always try to create a good written for the reader.

Daniels, Peter T. and Bright, William stated in the "The World's Writing System" books that writing is a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded

²⁰*Ibid.* What is Writing?" p. 2

in the writing system. It denotes that in writing there are messages from the writer to the reader.

The writer, write the message with colloquial but organized to the grammatical. Writing was not spontaneous and momentary, hence the writer obligatory to arrange her written correctly. To make a good result, the writer has to arrange her written based on the idea, concept, grammatical, etc.

3. Reason for Teaching Writing

A great deal of the writing that occurs in the foreign language classroom was not primarily concerned so much with developing writing skills as with reinforcing the teaching of particular structures. This very often consists of copying down sentences to establish patterns which have just been orally presented. While such an activity may have a general teaching purpose, it is distinct in intention from work which is aimed at teaching students to write effectively in English.

Ideally, there should be a programme to develop writing skills which works all the way through the educational system. Such a programme would list the main types of writing which it felt students should be able to master by the end of their education, and would offer guidelines to teachers on ways of achieving success with each of these.

Those are fairly easy to draft the main points which would need to be included in such a programme, but too little was known about exactly how human beings learn to write effectively to be able to relate these

points to a satisfactory learning theory. None the less, it was possible to structure the development of writing skills in the foreign language situation, and there are a number of strong reasons for this being desirable.²¹

B. Writing Task

Tasks assist teachers to provide a learning environment that both encourages writing and develops an understanding of how language is used for communicative purposes.²² In other word, tasks are the routes learners take to solve problems in the classroom, and their importance results from the fact that learning to write involves engaging in activities rather than learning discrete items.

According to Rivers, writing task is the ability to write correctly sentences or paragraph, such as developing orally from classroom situation and the ability to write a short, simple letters, etc.²³ The teacher has to be creative in creating a lesson through appropriate task, where students can be active and successful in pair and also group work.²⁴ It means, task is used to fulfill the students needed in the classroom activity, as learning support by

²¹*Ibid.* Geoffrey broughton, el. al. p. 117.

²²Ken Hyland. *Second Language Writing* (New York: Cambridge University Press, 2003), p. 112.

²³Dita Ayuk Prastian, "An Analysis of Writing Task of English Textbook Entitled Bright for The Seventh Grade Students of Junior High School". (A Journal in Muhammadiyah University of Surakarta, Surakarta, 2014), p. 4

²⁴M. Muhassin. "Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung," *Humaniora* 7, 2016, p.485-486.

providing suitable information and as a guide of the source to increase the students' knowledge.

1. Criteria of Writing Task

There are some criteria to evaluate the writing task whether it is appropriate or not. According to Raimes in Kobayakawa, writing is the “clear, fluent, and effective communication of ideas” and categorized into here criteria, there are controlled writing, translation, and free writing.²⁵

To develop the criteria of writing task as suggested by Raimes in Kobayakawa, the students need the following components. There are grammar (e.g. rules for verb, agreement, articles, and pronouns), mechanics (e.g. spelling and punctuation), and word choice (e.g. vocabulary and idiom). Therefore, it is very important in writing task to join all components of writing task in the criteria of writing task. Writing task consists of three parts²⁶, such as:

1. Controlled writing also known as guide writing.

Focuses on stabilizing grammatical pattern, sentence structure, punctuation, and word choice. In the controlled writing task, it can be divided into some components, such as: grammar, mechanics, and word choices. The classification of writing task in controlled writing are as follows: addition, question answer, dictation, cloze test, summary

²⁵*Ibid.* Dita Ayuk Prastian. p. 4.

²⁶Mayumi Kobayakan, “Analyzing Writing Task in Japanese High School English Textbooks: English I, II, and Writing”. *JALT Journal*, 33.1, (2011), p. 30-33.

²⁶Alan Cunningsworth, “Choosing Your Course Book”. *Oxford: Mackmilan Education*, (1995), p. 7.

writing, conversion, scrambled paragraph, sentence ordering, sentence combining, and fill in the blanks.

2. Translation

Is the rendering of something written or spoken in one language in words of a different language. The translation of writing task can be classified into some components, such as: grammar, mechanics, and word choice. There are two classifications of translation in writing task on the textbook as follows: direct translation of whole sentences and fill in the blanks with translation.

3. Free writing

It can be classified into some component, such as: grammar, mechanic, and word choice. There are two classifications of free writing in writing task on the textbook as follows: free composition in writing and writing the text based on the topic provide.

2. Component of Task

Nunan said, all language task have five core components²⁷, that are:

- 1). Input : a text, film, dialogue, graphic, lyrics, etc. provided by materials for studentsto work on
- 2). Goal : learning objective of the task, the immediate payoff of the activity related to overall goals.
- 3). Setting : the classroom arrangements implied in the task.

²⁷*Ibid.* Ken Hyland. p. 116.

4). Roles : the parts teachers and learners play in task execution and the relationships between them.

5). Activity : what the learners do with the input to accomplish the task.

3. Kind of Writing Task

To improve the students mastering in writing skill, there are four kinds of tasks based on Paul Nation. Here are four kinds of task called experience task, shared task, guided task and independent task.²⁸

1.) Experience Tasks

Experience tasks try to narrow the gap as much as possible by using or developing learners' previous experience. There are three main ways of providing experience.

Control through selection or simplification	<ul style="list-style-type: none">- Using simplified material- Using carefully graded material- Using learner produced material- Using material based on first language material
Recall or sharing of previous Experience	<ul style="list-style-type: none">- Discussions and brainstorming- Questioning peers
Pre-teaching or experiencing	<ul style="list-style-type: none">- Direct teaching of sounds, vocabulary, grammar, text types . ..- Visits and field trips- Direct teaching of content

There are some types of experience task based on ISP Nation theory, as follow as:

²⁸I. S. P, Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge Education Books, 2009), p. 95.

a) Draw and write

The learners draw a picture about something that happened to them or something imagined, and then they write about it, describing the picture. The picture provides a way of recalling past experience and acts as a memory cue for the writing.

b) Linked skills

Tasks are the commonest kinds of fluency task. The writing task is set as the final activity in a series that involves speaking about, then listening to and then reading about the topic.

c) Partial writing

Working together the learners list useful words that they will need in the following writing task.

d) Ten perfect sentences

Involves the teacher showing the learners a picture or suggesting an easy subject like my family, cars, etc., and the learners must write ten separate sentences about that. They are given one mark for each correct sentence.

e) Setting your own questions

Each student produces the question they want to write about. This is then translated into good English and is made into an examination question which the students answer under examination conditions.

2.) Shared Task

Shared tasks try to get learners to help each other cross the gap and also a task which is too difficult for an individual to do alone may be done successfully if a pair or group does it. Here are shared tasks type of writing:

a) Reproduction exercise/ dicto-gloss

The learners read or listen to a story and then they retell it without looking at the original. This type of composition is easier if the learners are allowed to read or listen to the story several times, before they write it. The teacher can tell the learners to try to write the story so that it is very similar to the original, or to add extra details and make changes if they wish.

b) Blackboard composition

The whole class works together. The teacher or the learners suggest a subject and a rough plan for the composition. Members of the class raise their hands and suggest a sentence to put in the composition. If the sentence is correct it is written on the blackboard. If it is not correct, the class and the teacher correct it and then it is written on the board. In this way the composition is built up from the learners' suggestions and the learners' and the teacher's corrections. When the whole composition is finished, the learners read it and then it is rubbed off the blackboard. The

learners do not copy it in their books before this. Then the learners must rewrite it from memory.

c) Group-class composition

The teacher gives the subject of the composition and then the learners in their groups discuss and make a list of the main ideas that they will write about. Then the teacher brings the class together and, following the learners' suggestions, makes a list of the main ideas on the blackboard. After this is discussed, the learners return to their groups and write a composition as a group. When the composition is finished each member of the group makes a copy of the composition. Only one copy is handed to the teacher for marking. The learners correct their copies by looking at the marked copy when the teacher gives it back to them. It is useful if they discuss the teacher's corrections in their groups.

d) Group composition

The learners are divided into groups or pairs. Each group writes one composition. Each learner suggests sentences and corrects the sentences suggested by the other learners. When the composition is finished, each learner makes a copy but only one composition from each group is handed to the teacher to be marked. When the composition has been marked, the learners correct their own copy from the marked one. The teacher just has to suggest a subject. Marking is usually easy because the learners correct most of the

mistakes themselves before the composition is handed to the teacher. The teacher marks only one composition for each group.

e) Writing with a secretary

The learners work in pairs to do a piece of writing. One member of the pair has primary responsibility for the content and the other has to produce the written form.

3.) Guided Task

This usually has the effect of narrowing the task that the learners have to do. For example, guided composition exercises, such as picture composition, provide the ideas that the learners will write about. The exercises often provide needed vocabulary and structures and determine how the piece of writing will be organised. The learners' job is to compose the sentences that make up the composition. There are several types of guided tasks which can work at the level of the sentence, paragraph or text, namely:

a) Translation

The learners translate sentences or a story into English.

b) Look and write

The teacher performs an action, or shows the learners a picture of a real object, and the learners write a sentence to describe what they see.

c) Picture composition

The teacher shows the learners a picture or a series of pictures.

Under the picture there are several questions. By answering the questions with the help of the picture, the learners can write a composition.

d) Delayed copying

Designed to help learners become fluent in forming letters and words, especially where the writing system of the second language is different from that of the first language. It also helps learners develop fluent access to phrases.

e) Writing with grammar help

It involves guided compositions which are based on special grammar problems. Usually the rules are given first for the learner to study and then they must use the rules when doing the composition.

f) Answer the questions

The teacher writes several questions on the blackboard. These questions are based on a story that the learners have just heard or read, or have heard or read several days ago. The answers to the questions give the main ideas of the story. The learners answer the questions and add extra ideas and details if they are able to. The composition is easier if the learners have heard or read the story recently and if there are many questions.

g) Correction

In correction techniques the learners look for mistakes either in ideas or form and describe them or correct them.

h) Complete the sentences

Learners are given sentences with words missing. They must put the correct words with the correct form in the empty spaces. A few words can fill all the empty spaces.

i) Backwriting

The learners read a passage. After they have understood the text, they copy some of the key words from the passage onto a sheet of paper. Only the base form of the word is copied (i.e. *walk* not *walking*). The learners then put the text away and write what they remember of the passage filling in around the key words that they copied.

j) Put the words in order

The learners are given sentences with the words in the wrong order. They must rewrite them putting the words in the correct order.

k) Follow the model

It shows the learners a pattern and gives them a list of words. They must use the words to make sentences that follow the same pattern as the model.

l) What is it?

The teacher writes some sentences on the blackboard. The sentences describe something or someone.

m) Change the sentence

The learners are given some sentences and are asked to rewrite them making certain changes.

n) Join the sentences (sentence combining)

The learners are given pairs of sentences. They must join together the two sentences to make one sentence. This type of exercise is used to practise conjunctions, adjectives + to + stem, relative clauses, etc.

o) Writing by steps

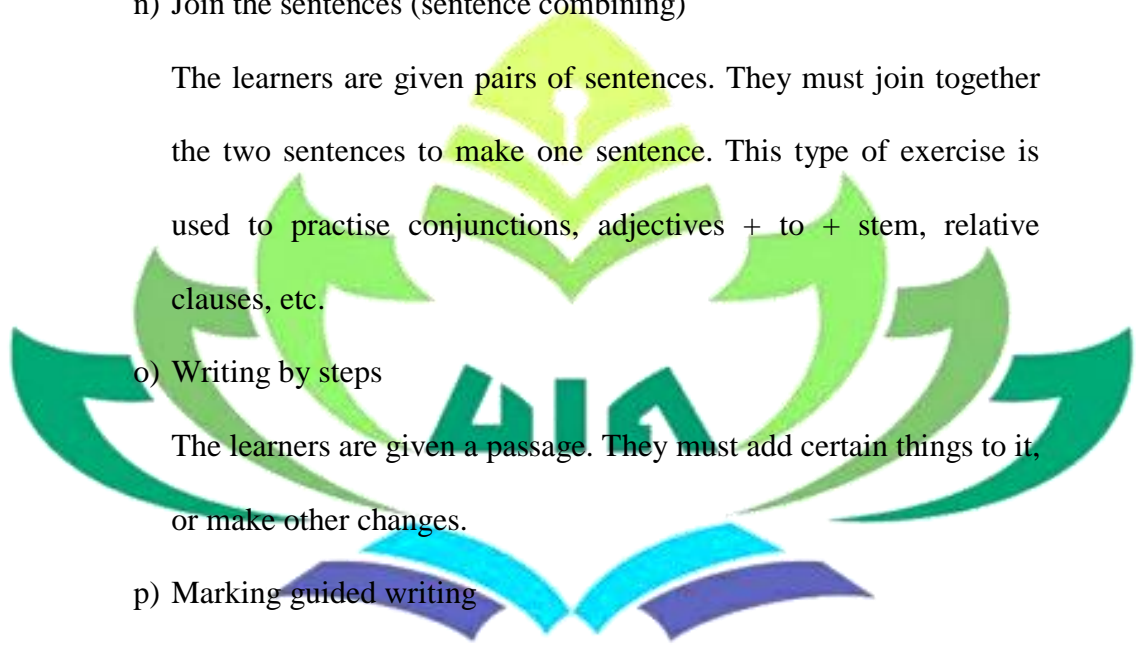
The learners are given a passage. They must add certain things to it, or make other changes.

p) Marking guided writing

Guided compositions can be marked by a group of learners using model answers before they are handed to the teacher. The teacher just checks to see that the learners have done the marking correctly.

4.) Independent Task

Independent tasks require the learners to work alone without any planned help. Learners can work successfully on independent tasks when they have developed some proficiency in the language and when



they have command of helpful strategies. These strategies can develop from experience, shared, or guided tasks.

A good independent task has the following features:

- (1) It provides a reasonable challenge, i.e. it has some difficulty but the learners can see that with effort they can do it;
- (2) It is a task that learners are likely to face outside the classroom.

The difference between an experience and independent task lies in the control and preparation that goes into an experience task. Experience tasks are planned so that learners are faced with only one aspect of the task that is outside their previous experience. Independent tasks do not involve this degree of control and learners may be faced with several kinds of difficulty in the same tasks.

C. Textbook

1. Definition of Textbook

One of the most useful tools in an instructor possesses is the textbook. It indicated that a textbook was one of the equipments which obligatory available in the learning process. The textbook becomes an important thing to advocate for the learning process completely. All of the tasks that will be the study with the learner are consist of the textbook.

A textbook is a coherent body of teaching tasks which may consist of not only the course but also a learning package consisting of several parts. It means textbook is a book that consists of some tasks that use in

the learning process.²⁹ The tasks in the textbook should be complete in order to make learner learn easily and not confuse.

Every human needs a thing that can help him in his daily activity life. Talking about needed, education world also needs a thing that cans the learner to achieve knowledge. The learner needs a thing that includes all of the tasks that would be used to learn. It calls a textbook. Usually, a good textbook was not from the cover but from the content. Like the aphorism “Don’t judge the book by its cover”. We can’t judge a bad cover in the book means that the book does not consist to use, but we have to see the content of the book.

A good textbook covered all of the tasks that would be used for the learner to study. As the importance of a textbook, selecting a textbook is obligatory to do for the teachers and students. There was no best textbook to learn, but there would be a suitable textbook that the teacher should choose, the textbook that would help the teachers to teach the tasks enjoyable and make the students study because they felt interesting and comfortable. It can be an additional point for the teacher.

2. Kind of Textbook

Grant categorizes a text book into two categories. They are traditional course books, and communicative course books.³⁰

²⁹Rusda Ayu Syafniar, “The Analysis of the Reading Materials in “English Alive” Textbook Based on School-Based Curriculum for Second Grade of Senior High School”. (A Thesis in Syarif Hidayatullah State Islamic University, Jakarta, 2014).

1) Traditional Course book

The traditional course book tries to get students to learn the language as a system. Although it is traditional book but it is still use until now. Some of the teacher interest to use this book because they think that it is easy to use. It has several characteristics as follows:

- a) It emphasizes the forms or patterns of language (grammatical feature) more than the communicative functions of language.
- b) It focuses on reading and writing activities, rather than listening and speaking activities.
- c) It often deals with the use of first language.
- d) It emphasizes the important of accuracy.
- e) It focuses on syllabus and examinations.
- f) It interests some teachers, because it seems easy to use.

2) Communicative Course books Communicative.

Its type of book is usually used by students as their textbook to learn in the school because this book has the characteristic that students needed. Course book has the following characteristics:

- a) It emphasizes the communicative functions of language.
- b) It tries to prepare the students' needs and interests.
- c) It emphasizes skills in using the language.
- d) It usually has a good balance among the four language skills, but many emphasize in listening and speaking.

³⁰Muhammad Fathur Rohim, "Teachers Perspective on Writing Exercises of Junior High School Book "Bright". (A Thesis in Walisongo State Islamic University, Semarang, 2018.

- e) It is very specific in its aims.
- f) It reflects the language of everyday life.
- g) It encourages work in groups or pairs.

3. The Role of Textbook

Alan Cunningsworth stated that there are 5 roles of textbook³¹:

- a. A resource for presentation materials (spoken and written).
- b. A source of activities for learners on grammar, vocabulary, pronunciation, and so on.
- c. A source of stimulation and ideas for classroom activities.
- d. A syllabus (where they reflect learning objectives that have already been determined).
- e. A support for less experienced teachers who have yet to gain in confidence

The role of the textbook was very important to help the teachers and students in the teaching-learning process. The textbook has a big influence on guiding the learning process better. So, to select a good textbook was a very important thing to do for the teachers. It can influence the learning process. The best preparation of teachers would create an unforgettable moment for the students and also give more energy for always studying.

³¹Alan Cunningsworth, "Choosing Your Course Book". Oxford: Mackmilan Education, (1995), p. 7.

4. The Advantages and Disadvantages of Textbook

According to Richard. Jack C there are eight advantages and five disadvantages of use textbook for learning language process³²:

a. The Advantages of Textbook

1) They provide structure and a syllabus for a program

In the textbook there are; syllabus and systematically structure of materials planed that will become a service for the teachers and students to learn and teach easily.

2) They help standardized instruction

Whenever textbook will be used there is no difference between rich or poor students, it has the same program in the same way.

3) They maintain quality

The quality of the textbook will never changed although it made several years ago. The content of the textbook will still same and it still provide syllabus and systematically structure of materials needed for the students

4) They provide a variety of learning resources

The content of textbook is covered with variety of learning, such as DVD and audio for listening section.

5) They are efficient

Textbook can help the teachers to prepare the materials easily and save their time.

³²Richards. Jack C, *The Role of Textbook in Language Program* (Cambridge, 2001), p. 1-2.

- 6) They can provide effective language models and input

The vocabularies used in the textbook are simple and easy to understand with the teachers or students.

- 7) They can train teachers

The textbook can help the new teachers to teach and give the teacher more experiences.

- 8) They are visually appealing

The design of the textbook usually made with interesting model, like the color, picture, model design, and so on.

b. The Disadvantages of Textbook

- 1) They may contain inauthentic language

Some of the textbook may present the inauthentic language in the materials and it difficult to understand.

- 2) They may distort content

The textbook usually provide the theme of the materials with the famous issue in the world in order to make the students interest but sometimes the issue is fail or not good to see.

- 3) They may not reflect students' need

The textbook may not has a complete structure of materials needed for the student. So the teachers are demand to check the content of the textbook before teaching.

4) They can deskill teachers

The teachers cannot use the textbook as their primary source, they need to use teacher manual technique too because if the teachers forget to bring the textbook, they will be confuse to learn.

5) They are expensive

Some of the textbook may expensive and cannot achieve for the part of the students in the world.

5. Design of Textbook

A good textbook usually provides an interesting design for the students, consist the materials needed, has relation with the syllabus, has some good activities, and the vocabularies used is easy to understand. Nurhadi said, the content of the textbook not only consists of the materials that have to be read by students but also the learning scenario. The textbook minimal consist of:

- 1) Standard of competency that will be achieved along with its indicators.
- 2) Introduction about the importance of mastering the competency in the real context.
- 3) Materials that support the achievement of competency, the materials in the form, of basic concept.
- 4) Some activities that should be done by the students. For example, study club to make something, exercising, observing, etc.

- 5) Evaluating the activities and the achievement of standard competence.
- 6) The product resulted (report, scientific research, picture, map, table, draft, analysis, and thing).³³

Based on the explanation above, the good textbook was the textbook which has good content. In this chance, the researcher would do the research to know the writing tasks in Bahasa Inggris Think Globally Act Locally textbook for third-grade students of Junior High School published by Indonesian Ministry of Education and Culture meet the criteria of writing tasks based on I. S. P Nations theory.

6. Evaluation of Textbook

As stated by Cunningsworth the purposes of evaluation of textbook are:

- 1) They should correspond to the learner's need.
- 2) They should reflect the uses which learners will make of the language.
- 3) They should take account of students' needs as learner and should facilitate their learning processes, without dogmatically imposing a rigid method.
- 4) They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.³⁴

³³Umi Sholihah, "An Analysis of English Textbook for Eleventh Year Students of Senior High School on The Basis of The 2013 Curriculum". *Magistra*, No. 95, p. 62 (Maret 2016).

Evaluation is need to judging the content provided in the textbook with something. For example, to know the writing tasks in Bahasa Inggris Think Globally Act Locally textbook for third-grade students of Junior High School published by Indonesian Ministry of Education and Culture meet the criteria of writing tasks based on I. S. P. Nation Theory as the concept of this research.



³⁴*Ibid*, Umi Sholihah. p. 63.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design are types of inquiry within qualitative, quantitative, and mixed method approaches that provide specific direction for procedures in a research design.³⁵ It consists the way how to determine the topic of the research, collect the data of the research, the procedure and technique to analyze the data and also to solve the troubles and answer the troubles' of the researcher. In this research, the researcher used mix method research.

Johnson said, mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding and corroboration.³⁶ It means, it can be used to qualitative and quantitative methods for data collection, analysis, and inference techniques.

The overall goal of mixed methods research, combining qualitative and quantitative research components, is to expand and strengthen a study's conclusions and, therefore, contribute to the published literature. In all studies, the use of mixed methods should contribute to answering one's research questions.³⁷ Here, the objective of this research are to find out and

³⁵John W Creswell, *Research Design : Qualitative, Quantitative, and Mixed Method Approaches* (Los Angeles: SAGE Publications, 2014), p. 12.

³⁶Judith Schoonenboom, "How to Construct a Mixed Methods Research Design" *Kolner Z Soz Sozpsychol Journal*, (2017), p. 2.

³⁷*Ibid*, Judith Schoonenboom. p. 3

to count the writing tasks provided in the textbook, and to explain the writing task that fulfill the kind of writing task as suggested by I. S. P. nation's theory.

According to Creswell. et al, there are three types of mixed method design. This research used explanatory sequential mixed methods design. An explanatory sequential mixed methods design is a design in mixed methods that appeals to individuals with a strong quantitative background or from fields relatively new to qualitative approaches.³⁸

According to Tashakkori and Teddlie, the term qualitzing has to describe the process of converting quantitative data to qualitative data.³⁹ For such reason, this research were used two method sequentially. The first method was descriptive quantitative and followed by qualitative content analysis. To find out and count the data available in the textbook, this research began analyze the data use descriptive quantitative. The final step was to explain the writing task found by using qualitative content analysis.

Gay states that “descriptive quantitative research involves collecting numerical data to test hypotheses or answer questions concerning current status conducted either through self-reports collected through questionnaires

³⁸*Ibid*, John W. Creswell. p. 226.

³⁹David L. Driscoll, et al. “Merging Qualitative and Quantitative Data in Mixed Methods Research: How To and Why Not”. *Ecological and Environmental Anthropology*, Vol. 3 No. 1 (2007), p. 20.

or interviews or through observation.⁴⁰ To analyze the data, this research did observation from the textbook and count the data findings.

Document/content analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material.⁴¹ Therefore, analysis content analysis can be used for this research because this research was focused in the textbook which it categorized as a both printed document.

As based on Aliaga and Gunderson, quantitative research is ‘Explaining phenomena by collecting numerical data that are analysed using mathematically based methods’⁴². In this research, the final step in mixed methods process was to use the validated measures. Quantitative methods used to count the final result of analysis data findings with calculating the percentages by using Arikunto’s schema of quality classification.

This research would display writing tasks in Bahasa Inggris Think Globally Act Locally textbook for third-grade students of Junior High School published by the Indonesian Ministry of Education and Culture meet the kind of writing tasks based on Paul Nations’ theory in form text (words) and images.

⁴⁰Lailatul Husna, et. al. “An Analysis of Students’ Writing Skill in Descriptive Text at Grade X1 Ipa 1 of Man 2 Padang”. *Journal English Language Teaching (ELT)*, Vol. 1 No. 2 (2013), p. 9.

⁴¹Bowen. Glenn A, “Document Analysis as a Qualitative Research Method”. *Qualitative Research Journal*, Vol. 9 No. 2 (2009), p. 1.

⁴²Daniel Muijs. *Doing Quantitative Research in Education* (London: Sage Publications Ltd, 2014), p. 1

B. Research Subject

The subject of this research was writing tasks provided in Bahasa Inggris Think Globally Act Locally textbook for third-grade students of Junior High School published by Indonesian Ministry of Education and Culture meet the kind of writing tasks based on I. S. P. Nation's theory.

The contributors to the script of this textbook were Siti Wachidah, Diyantari and Yuli Rulani Khatimah. The reviewers of this textbook were Helena Indyah Ratna Agustien, Rd. Syafrina Noorman and Wawan Gunawan. Publishing supervisor of this textbook were Pusat Kurikulum and Perbukuan, Balitbang and Kemendikbud. This textbook published in the year 2015. This textbook has 14 units for two semesters.

Then, the researcher collected and analyzed the writing tasks from the textbook meet the criteria of writing task suggested by I. S. P. Nation theory. To know whether the writing task or not the researcher used the criteria of writing task as suggested by Raimes in Kobayakawa. Here the writing subjects provided in Bahasa Inggris Think Globally Act Locally textbook for third-grade students of Junior High School published by Indonesian Ministry of Education and Culture that would be analyze:

Table 3.1 The writing subjects provided in Textbook

No	Writing Subject Provided in The Textbook	Unit	Page
1	Congratulations!	1	1
2	Let's start our wall magazine!	2	17
3	What should I do that for?	3	35
4	Be healthy, be happy.	4	59
5	This is how you do it.	5	79

6	Everybody is always in the middle of something.	6	107
7	What will be will be.	7	137
8	We have been to an orphan home.	8	145
9	We went there last Sunday.	8	145
10	You get what you earn!	9	167
11	Sangkuriang.	10	189
12	They are made in Indonesia.	11	203
13	What is it?	12	225
14	Come and visit us!	13	251
15	You can always come back home.	14	263

Based on the column above, there was 15 kinds of writing subject provided on Bahasa Inggris Think Globally Act Locally textbook for ninth grade students of Junior High School published by Indonesian Ministry of Education and Culture analyzed.

C. Data Collecting Technique

The data collecting proceeds in explanatory sequential mixed method design distinct phases with rigorous quantitative sampling in the first phase and with purposeful sampling in the second, qualitative phase.⁴³ This research used quantitative descriptive methods first to collect the data from the textbook and followed by analysis content analysis to explain the data findings as the final step in mixed method.

Quantitative descriptive or survey research involves collecting data in order to answer questions about the current status of the subject or topic of study and obtain information about preferences, attitudes, practices,

⁴³*ibid.* John W. Creswell. p. 224.

concerns or interests of some group of people.⁴⁴ In this research the researcher was find out and analyzed the writing task provided in the textbook meet the criteria kind of writing task as suggested by I. S. P. Nation's theory. Then the researcher reported the result data that has been analyzed by providing the results of the data findings with calculate the percentages by using Arikunto's schema of quality clasification.

The pattern used by the researcher:

$$\% = \frac{\text{Kind of writing task provided in the textbook}}{\text{Kind of writing task as suggested by I.S.P Nation's Theory}} \times 100\%$$

For the last steps the researcher was follow up to explain the data found by using qualitative content analysis. Document/content analysis focused on analyzing and interpreting recorded material to learn about human behavior. The materials may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents.⁴⁵ Then, the researcher gave the conclution based on data findings.

The researcher chose Bahasa Inggris Think Globally Act Locally textbook for third-grade students of Junior High School published by the Indonesian Ministry of Education and Culture to analyze. The data analyzed from the textbook were writing tasks, to collect the data researcher was:

1. Reading and Identifying (find out and count)

The researcher read all of the subjects in the textbook to find the data that would be analyzed. The researcher identified the kind of writing task

⁴⁴*Ibid.* Lailatul Husna., et. al. p. 9.

⁴⁵Donald Ary, et. al. *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), p. 29.

according to Paul Nations' criteria while reading the data. To identify and count the data easily, the researcher made a checklist column.

2. Explaining

The researcher would explain all the data findings provided in the textbook one by one to make clear the results of this research.

D. Research Instrument

Kind of writing task based on I. S. P. Nation's theory was the instrument for this research. There were four types of writing task contained in the textbook. Namely Experience Task, Shared Task, Guided Task, and Independent Task. Each criterion of the task has some type.

As the different criteria to ensure a good match between what the coursebook contains and the requirements of the learning/teaching situation, it is best to identify your own concerns and arrange your own checklist.⁴⁶ It was relevant to make a checklist evaluation by own checklist that relevant for this research. Hence, the researcher obtainable created the checklist evaluation suggested by I. S. P. Nation theory.

To make it clear, there was an instrument checklist evaluation table. Before using an instrument checklist to evaluate the writing task, the researcher used a table to collect and analyze the writing tasks provided in the textbook.

⁴⁶Alan Cunningsworth, *Choosing Your Coursebook* (Thailand: Macmillan Education, 1995), p. 1-2.

Table 3.2 Analysis of Writing Task

No	Writing Task Provided in the Textbook	Kind of Writing Task Suggested by I. S. P. Nations' theory			
		E	S	G	I
Amount					
Total					
Percentage					

Table 3.3 Instrument Checklist Evaluation Table

No	Kind of writing tasks suggested by I. S. P. Nation's theory		Writing tasks provided in the textbook	Amount	%	Provided	Not Provided
1	Experience task	Draw and write					
		Linked skills					
		Partial writing					
		Ten perfect sentences					
		Setting your own sentences					
2	Shared Task	Reproduction exercise/ dicto- gloss					
		Blackboard composition					
		Group-class composition					
		Group composition					
		Writing with a secretary					
3	Guided task	Translation					
		Look and write					
		Picture					

		composition					
		Delayed copying					
		Writing with grammar help					
		Answer the question					
		Correction					
		Complete the sentences					
		Backwriting					
		Put the words in order					
		Follow the model					
		What is it?					
		Change the sentence					
		Join the sentences					
		Writing by steps					
		Marking guiding writing					
		Guided composition					
4	Independent task						
Total							

Note: Adobted from kinds of writing tasks suggested by I. S. P Nation's theory.

E. Trustworthiness of the Data

As with all mixed methods studies, the researcher needs to establish the validity of the scores from the quantitative measures and to discuss the validity of the qualitative findings.⁴⁷ Pilot and Back said trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study.⁴⁸ To make certain the data of this research valid, trustworthiness must do by the researcher.

As important of the truthfulness of data, the researcher needs a method to validate the result of data. Lincoln and Guba suggested four criteria for developing the trustworthiness of a qualitative: credibility, dependability, confirmability, and transferability.⁴⁹ Thus, in this research, the researcher used confirmability criteria because of the features.

Confirmability in qualitative research is the same as the quantitative researcher's concept of objectivity.⁵⁰ To achieve confirmability, researchers must demonstrate that the results are clearly linked to the conclusions in a way that can be followed and, as a process, replicated.⁵¹ It can be said that the truthness was the result of the data confirmability can be evidenced by the others.

In a qualitative study, triangulation might involve trying to understand the full complexity of a poorly understood phenomenon by using multiple

⁴⁷*Ibid.* John W. Creswell. p. 225

⁴⁸Conelly. Lynne M, "Trusworthiness in Qualitative Research". *Medsurd Nursing*, Vol. 25 No. 6 (December 2016), p. 435.

⁴⁹*Ibid.* Polit, Denise F, Beck. Cheryl Tatano. p. 492.

⁵⁰*Ibid.* Donald Ary, et. al. p. 504

⁵¹Katie Moon, et. al, "Aguideline to Improve Qualitative Social Science Publishing in Ecology and Conservation Journals". *Ecology and Society*, 2016, p. 2

means of data collection to converge on the truth.⁵² Qualitative data are not intended or designed to be measured, counted or expressed in numbers.⁵³ In triangulation, the objective is to combine the full range of reliable data to identify patterns and convergence, and then reach the most accurate conclusion.⁵⁴ So, this method appropriated to be used in this research.

Data triangulation is the use of a variety of data sources, including time, space and persons, in a study.⁵⁵ In this chance of research, the researcher used triangulation of person as a source to validate the instrument of writing tasks suggested by I. S. P Nation theory. To validate the result of data, the researcher discussed with Mr. Dr. M. Muhassin, M. Hum as the advisor from this research.

F. Research Procedure

The procedure was sequences of actions that would be acted by the researcher. Research procedure was the plan of action that obligatory to do with the researcher before doing the research. All researchers engage in a number of activities regardless of the particular methodology chosen for the research.⁵⁶ Here the stages in research that would be conduct:

1. Selecting a problem

The first step was to select the problem to investigate. The problem of this research; are the writing task in Bahasa Inggris Think Globally Act

⁵²*Ibid.* Polit, Denise, Beck, Cheryl. p. 106.

⁵³David Hales, *An Introduction to Tringulation*. UNAIDS. 2010. p. 38.

⁵⁴*Ibid.* p. 42.

⁵⁵*Ibid.* p. 14.

⁵⁶*Ibid.* Donald Ary, et. al. p. 31-32.

Locally Textbook for Third-Grade Students of Junior High School published by Indonesian Ministry of Education and Culture that meet the kind of writing task as suggestion by I. S. P Nation's theory? and how did writing task in Bahasa Inggris Think Globally Act Locally Textbook for Third-Grade Students of Junior High School published by Indonesian Ministry of Education and Culture meet the kind of writing task as suggestion by I. S. P Nation's theory?

2. Reviewing the literature on the problem

The data for reviewing the literature on the problem was available in chapter two. In chapter two there are four kinds of task suggested by I. S. P Nation's theory and their explanations. This research used it.

3. Designing the research

In this research, the researcher used documentation research to collect the data. The data were writing task from an English textbook entitled "Bahasa Inggris Think Globally Act Locally" for third-grade students of Junior High School published by the Indonesian Ministry of Education and Culture. This research designed to answer the problem of this research.

4. Collecting the data

This research used sequential design method especially content analysis research as the most dominant technique to collect the data. The data can be word or picture. The data were writing tasks provided by English textbook entitled "Bahasa Inggris Think Globally Act Locally" for third-

grade students of Junior High School published by Indonesian Ministry of Education and Culture. The researcher read all of subjects in a textbook than identify it to find the data would be analyze.

5. Analyzing the data

After collecting the data from the textbook, the next procedure was analyze the data. The researcher read all of collecting data before analyzing the data. Analyzing the data used as an instrument checklist.

6. Interpreting the findings and stating conclusions

The data was interpreting with giving the conclusion of analyzing.

7. Reporting results

The last step of the research procedure was to report the result of the research. This step was to show the reader the result of the problem that has been analyzed use quantitative method to count the last result of data findings.

G. Data Analysis

The quantitative and the qualitative database are analyze separately in this approach. The quantitative results are then used to plan the qualitative follow up.⁵⁷ Marshall and Rossman said data analysis as the process of bringing order, structure and meaning to the mass of collected data.⁵⁸ In this research, the data used by the researcher to analyze were writing tasks in Bahasa Inggris Think Globally Act Locally textbook for third-grade students

⁵⁷*Ibid.* John W. Creswell. p. 224.

⁵⁸ "Chapter 6: Data Analysis and Interpretation" (On-line), available on https://dspace.nwu.ac.za/bitstream/handle/10394/12269/Vosloo_JJ_Chapter_6.pdf?sequence=7&isAllowed=y (January 28, 2019).

of Junior High School published by Indonesian Ministry of Education and Culture.

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. Data analysis are conducted to create understanding of the data and to enable the researcher presents the result of this research to the readers.⁵⁹ The process of explanatory sequential mixed method design consists some steps as follow:

1. Collecting the data

In this research, the researcher would collect the data from Bahasa Inggris Think Globally Act Locally textbook for third-grade students of Junior High School published in the 2015 year by Indonesian Ministry of Education and Culture.

2. Collecting the subject data

Subject data in this research was writing task provided in the textbook that meet the kind of writing task as suggested by I. S. P. Nations' theory.

3. Analyzing the data

To analyze the data, the researcher used a checklist evaluation table. The analysis began from reading all the collected subject data, then the researcher analyzed it by gave a checklist sign in the table of the column.

4. Reporting by counting the data findings

After analyzing the data, the next step that carried out by the researcher reported the results of the data that has been analyzed by providing the

⁵⁹*Ibid.* Pratama. Devi Audina. p. 55.

results of the data findings with calculate the percentages by using Arikunto's schema of quality classification.⁶⁰ This step is the last step used in quantitative methods.

The pattern used by the researcher:

$$\% = \frac{\text{Writing task criteria developed in the textbook}}{\text{Writing task as suggested by I.S.P Nation's Theory}} \times 100\%$$

5. Explaining the data findings

This step was the qualitative follow up from the result by quantitative data analysis before. Therefore, the quantitative results are then used to plan the qualitative follow up In this chance, the researcher would explain the data findings provided in the textbook that meet the kind of writing task as suggested by I. S. P. Nations' theory. To make the results become a better understanding, the explaining of the data findings would explain one by one.

⁶⁰Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rieka Pustaka, 2010), p. 319.

CHAPTER IV

RESULT AND ANALYSIS

A. Preparing the Categories

This research used explanatory sequential mixed method design, where combine two method, they are descriptive quantitative and qualitative content analysis. Descriptive quantitative used to find out, analyzed and count the data findings while qualitative content analysis used to explain the result of data findings from descriptive quantitative before.

To easily the researcher to find out the result of the data, this research is divided into two parts. The first part used quantitative descriptive. The research began with collect the writing task provided in the textbook, then analysis the kinds of writing the task in Bahasa Inggris Think Globally act Locally textbook based on I. S. P Nation's theory. After getting the analysis of data findings, the researcher continue to count the data with calculate the percentages by using Arikunto's schema of quality classification and draw a diagram to make the result easier to read and understanding.

The second was to explain the results of data findings from descriptive quantitative and change the data become qualitative by using qualitative content analysis. In this part the data use was the results of the method before. The researcher was explain the data one by one.

B. The Result and Analysis of Writing Task Provided in *Bahasa Inggris Think Globally Act Locally* Textbook for Ninth Grade Students of Junior High School Published by Indonesian Ministry of Education and Culture Based on I. S. P Nation's Theory

1. The Writing Task Provided in The Textbook that Meet the Kind of Writing Task as Suggested by I. S. P Nation's Theory

In this part of the result, there would be two tables contain on descriptive quantitative method. The first table contains the writing task provided in the textbook while the second table was the analysis of writing tasks provided on the textbook meet the kind of writing task as suggested by I. S. P Nation's theory. This method followed by reported the result of the data that has been analyzed by providing the results of the data findings with calculating the percentages by using Arikunto's schema of quality classification and a diagram. There was a symbol on the table bellow with the explanation:

E : Experience Task

S : Shared Task

G : Guided Task

I : Independent task

Table 4.1 The Analysis of Writing Task Provided in the Textbook

No	Writing Task Provided in Textbook	Kind of Writing Task Suggested by I. S. P. Nations' theory			
		E	S	G	I
	/P.5-7	aw and write	-	-	-
	/P.13-14	aw and Write	-	-	-

	2/P.15	-	-	-	dependent Task
	2/P.21	-	-	low the Model	-
	2/P.22-24	aw and Write	-	-	-
	2/P.33	-	-	-	dependent Task
	3/P.40-41	aw and Write	-	-	-
	3/P.42	-	-	iting with Grammar Help	-
	3/P.43-44	aw and Write	-	-	-
	3/P.52-54	aw and Write	-	-	-
	3/P.57	-	-	-	dependent Task
	4/P.78	-	-	-	dependent Task
	5/P.94	-	-	-	-
	5/P.103	-	-	-	-
	5/P.104	-	-	the Words in Order	
	5/P.106	-	-	-	dependent Task
	5/P.121-125	-	-	iting with Grammar Help	
	5/P.132-133	-	-	iting with Grammar Help	
	5/P.136	-	-	-	dependent Task
	7/P.143	-	-	-	dependent Task
	3/P.161	-	-	iting with Grammar Help	

	8/P.166	-	-	-	dependent Task
	9/P.184	-	-	-	
	9/P.185-186	-	-	ange the Sentences	
	9/P.188	-	-	-	dependent Task
	10/P.193-194	-	-	complete the Sentences	-
	10/P.195	-	-	the Words in Order	-
	10/P.202	-	-	-	dependent Task
	11/P.222	-	-	-	-
	11/P.223	-	-	-	dependent Task
	12/P.248	-	-	-	-
	12/P.249	-	-	-	dependent Task
	13/P.261	-	-	-	dependent Task
	14/P.270	-	-	-	dependent Task
Amount		6	0	9	14
Total		29			

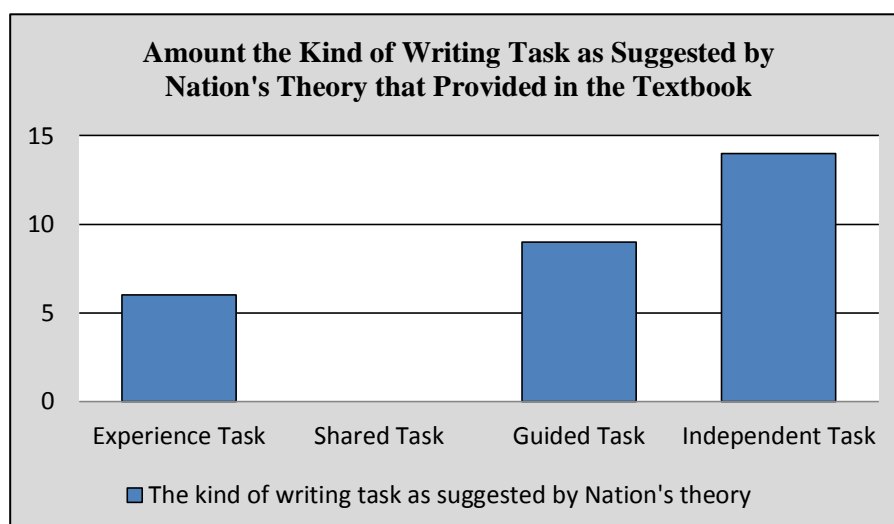


Figure 1: Amount the Kind of Writing Task Meet the Criteria of Nation's Theory.

Based on the diagram above, from 34 writing tasks in 14 chapters provided on the Bahasa Inggris "Think Globally Act Locally" textbook, there are 29 writing task meet the kind of writing task as suggested by Nation's theory. 6 tasks provided in experience task, 0 tasks provided in shared task, 9 tasks provided in guided task, and 14 tasks are provided in independent task.

Table 4.2 The Result of Writing Task Provided in the Textbook

No	Kind of Writing Task Suggested by I. S. P. Nations' theory		Writing Task Provided in Textbook	Amount	%	Provided	Not Provided
1	Experience Task	a. Draw and Write	C1/P.5-7 C1/P.13-14 C.2/P.22-24 C.3/P.40-41 C.3/P.43-44 C.3/P.52-54	6	22,22%	√	
		b. Linked Skill	-	0	0		√
		c. Partial Writing	-	0	0		√
		d. Ten Perfect Sentences	-	0	0		√
		e. Setting Your Own Questions	-	0	0		√
2	Shared Task	a. Reproduction Exercise	-	0	0		√
		b. Blackboard Composition	-	0	0		√
		c. Group-class Composition	-	0	0		√
		d. Group-composition	-	0	0		√
		e. Writing with a Secretary	-	0	0		√
3	Guided Task	a. Translation	-	0	0		√

		b. Look and Write	-	0	0		√
		c. Picture Composition	-	0	0		√
		d. Delayed Copying	-	0	0		√
		e. Writing with Grammar Help	C.3/P.42 C.6/P.121-125 C.6/P.132 C.8/P.161	4	14,81%	√	
		f. Answer the Questions	-	0	0		√
		g. Correction	-	0	0		√
		h. Complete the Sentences	10/P.193-194	1	3,70%	√	
		i. Back Writing	-	0	0		√
		j. Put the Words in Order	C.5/P.104 C.10/P.195	2	7,40%	√	
		k. Follow the Model	C.2/P.21	1	3,70%	√	
		l. What is it?	-	0	0		√
		m. Change the Sentences	C.9./185-186	1		√	
		n. Join the Sentences	-	0	3,70%		√
		o. Writing by Steps	-	0	0		√
		p. Marking Guided Writing	-	0	0		√
4	Independent Task		C1/P.15 C.2/P.33 C.3/P.57 C.4/P.78 C.5/P.106 C.6/P.136 C.7/P.143 C.8/P.166 C.9/P.188 C.10/P.202	4	48,27%	√	

		C.11/P.222 C.12/P.249 C.13/P.261 C.14/P.270				
Total			9		7	20

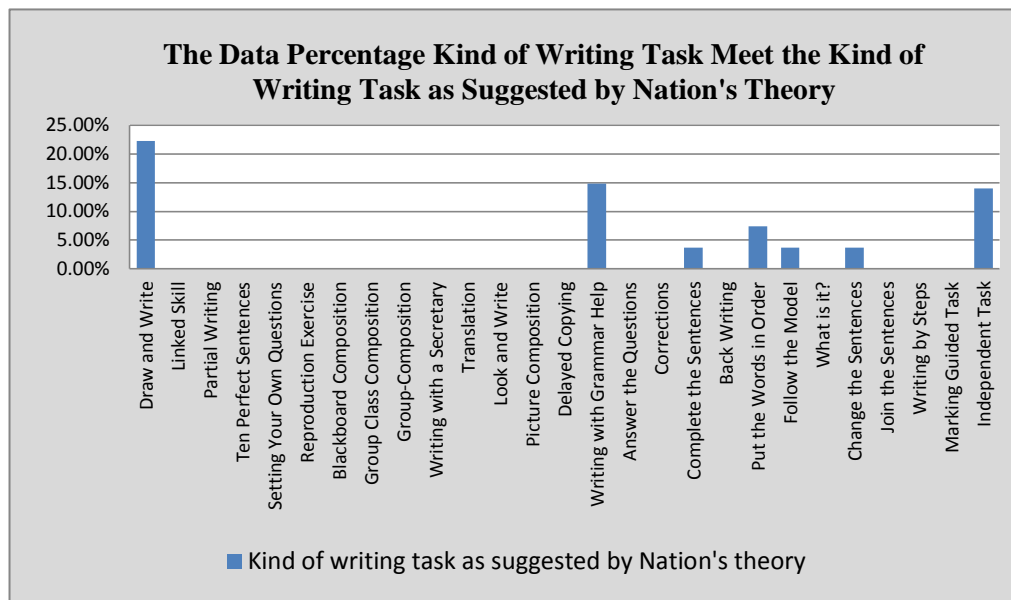


Figure 2: The data percentage kind of writing task meet the kind of writing task as suggested by Nation's Theory

Based on the diagram above, there are four kinds of writing task as suggested by I. S. P. Nations' theory, namely experience task, shared task,

guided task, and independent task. Each kind of task has some types. The first one, there are 6 tasks from experience task provided in this textbook. 6 tasks from “draw and write” types with the percentage 22,22%.

In shared task types, there was no one writing task provided in the textbook meet the kind of shared task. From guided task types, there are 9 tasks provided in this textbook. 4 tasks (14,81%) from “writing with grammar help” tasks, 1 task (3,70%) from “complete the sentences” tasks, 2 tasks (7,40%) from “put the words in order” types, 1 task (3,70%) from “follow the model” types, 1 task (3,70%) from “change the sentences” types. The last from independent task, 14 task, with the percentage 48,27%.

The percentage whether the writing task provided in Bahasa Inggris Think Globally Act Locally textbook in 2013 Curriculum for ninth grade students of Junior High School published by Indonesian Ministry of Education and Culture meet to the kind of writing task as suggested by I.S.P. Nations’ theory. Here the percentage about the kind of writing task:

$$\frac{7}{27} \times 100\% = 25,92\%$$

The result of this research from the percentage above can be concluded that from the 27 kind on writing task as suggested by Nation’s theory, 7 kinds of writing task provided in this textbook with the percentage 25,92%. The most dominant tasks found is independent task with 14 tasks, with the percentage 48,27%.

2. The Description of Writing Task Provided in The Textbook that Meet the Kind of Writing Task as Suggested by I. S. P Nation's Theory

In this part, the researcher would explain the writing task that meets the kind of writing task as suggested by I. S. P Nation's one by one from chapter 1 until chapter 14. As analyzed before, from 34 writing tasks provided in this textbook there is only 29 writing task that meets the kind of writing task as suggested by Nation. So, this part only focuses to explain 29 writing tasks.

1) Writing Task Provided on Chapter 1 page 5-7

The situation of the task above is about congratulating. It means that the students need to imagine first what will they say before saying congratulate to their friend. This task gives the students a way to remember their past experiences as a memory to answer the question. It is suitable with the type of writing task as a suggestion by I.S.P nation's theory in the term "draw and write".

2) Writing Task Provided on Chapter 1 page 13-14

The writing task above includes "draw and write" types. In this task, there is an instruction that asks the students to work in a group and decide what the first speaker would likely say in each situation. It shows that the students have to discuss to decide what the first speaker would likely say in each situation as their answer. This task is suitable with the criteria of writing task as suggested by I.S.P. Nation's theory in the term of "experience task".

3) Writing Task provided on Chapter 1 page 15

This task is suitable with the criteria of writing task as suggested by I.S.P Nation's theory in the term "independent task". The instruction of the writing task above ask the students to write their reflection about the learning process in a chapter. There are some questions in this task that need to be answered by the students with their experience from the task before. The students have to do this task independently.

This task is to train the students to remember the material of the task that already studied before because the students are the demand to repeat it. This task is good to make the students' memory more strongly so that they are not easy to forget about the task in the past.

4) Writing Task Provided on Chapter 2 page 21

The instructor of the task asked the students to work in group and answer the question used the following table to write their agreement and disagreement with the suggestions. This task is required for the students to follow the same model from the example of the questions. This task gives the students some example and asked the students to follow it.

Thus, the students have to answer the question used the words to make sentences the same pattern as the mode. It's suitable for the kind of writing the task in "follow the model" types. In the end, the students need to write their answer in a piece of paper. It indicates that the

students just need to write their result of discussions in a piece of paper. So, there only one answer in each group. It's suitable for the kind of writing task as suggested by I. S. P. Nations' theory in the term "guided task".

5) Writing Task Provided on Chapter 2 page 22-24

In this type of task, the instruction asked the students to think of what will they say if they are in the same situation of the task. The situation above about gives respond and to suggestion. It means that the students need to imagine first what will they say before giving the respond and suggestion to their friend.

This task gives the students a way to remember their past experiences as a memory to answer the question. It is suitable for the type of writing the task in "draw and write" types. In this task also the instruction asks the students to hand-write their answer/work in a piece of paper. It indicates that the students just need to write their result of discussions in a piece of paper. So, there only one answer in each group. It is suitable for the type of writing as the suggestion by I.S.P nation's theory in the term of "experience task".

6) Writing Task Provided on Chapter 2 page 33

This task is suitable with the criteria of writing task as suggested by I.S.P Nation's theory in the term of the independent task. The instruction of the writing task above ask the students to write their reflection about the learning process in a chapter. There are some

questions in this task that need to be answered by the students with their experience from the task before. The students have to do this task independently.

This task is to train the students to remember the material of the task that already studied before because the students are the demand to repeat it. This task is good to make the students' memory more strongly so that they are not easy to forget about the task in the past.

7) Writing Task Provided on Chapter 3 page 40-41

The writing task that available in the textbook above is demand the students work in a group. The instructor of this text asked the students to think of what will the students say if they are in the situation of the task. The situation is about talking and asking what to do and not what to do. It means that the students need to imagine first what will they say before saying what to do and not what to do to their friend.

This task gives the students a way to remember their past experiences as a memory to answer the question. It is suitable for the kind of writing the task in the “draw and write” type. In this task also the instruction asks the students to hand-write their answer/work in a piece of paper. It indicates that the students just need to write their result of discussions in a piece of paper. So, there only one answer in each group. This task is suitable for the writing task as the suggestion by I. S. P nation's theory in the term “experience task”.

8) Writing Task Provided on Chapter 3 page 42

The instructor of this task asked the students to think of what will they can tell if they are in the situation of the task. The situation is about what to do or not to do in the eight relations available on this task. It means that the students need to imagine first what will they say before asking what to do or not to do to their friend.

In this task, the students demanded to make a sentence following should, can, have to, and must in each number of task. This task also asked the students to work in group and hand-write the answer on a piece of paper. It indicates that the students just need to write their result of discussions in a piece of paper. So, there only one answer in each group. The task above is suitable with criteria of writing task as the suggestion by I. S. P nation's theory in the term guided task especially in “writing with grammar help” types.

9) Writing Task Provided on Chapter 3 page 43-44

In this type of task, the instructor of task demands the students to think the second person will probably say to the first person to do or not to do something and the purpose. The students have to think the probable sentence that appropriates with the first person to complete the dialogue. The students need to describe their thought to answer the question.

This task asked the students to work in a group. So, they have to discuss the probably answer with their friend to find the best answer. This task also asked the students to hand-write the answer on a piece

of paper. It indicates that the students just need to write their result of discussions in a piece of paper. So, there only one answer in each group. The task above is suitable to the writing task as the suggestion by I. S. P nation's theory in the term “experience task” especially in “draw and write” types.

10) Writing Task Provided on Chapter 3 page 52-54

The instructor of the writing task above demand the students to think of what the first person would likely ask concerning the purpose of doing the action stated by the second person. It means that the students need to imagine first what will they say before determining the probably answer for the first person in the sentence.

This task gives the students a way to remember their past experiences as a memory to answer the question. It is suitable with the type of writing the task in the term “experience task” especially in “draw and write” type. This task also is made to make the students fluent in arrangement a word and sentences. In this task, the students need to work in a group. It means, the students obligatory to discuss their opinion with their group and determine the best answer to fulfill the correct answer in each sentence

11) Writing Task Provided on Chapter 3 page 57

This task is suitable with the criteria of writing task as suggested by I.S.P Nation's theory in the term of the independent task. The instruction of the writing task above ask the students to write their

reflection about the learning process in a chapter. There are some questions in this task that need to be answered by the students with their experience from the task before. The students have to do this task independently.

This task is to train the students to remember the material of the task that already studied before because the students are the demand to repeat it. This task is good to make the students' memory more strongly so that they are not easy to forget about the task in the past.

12) Writing Task Provided on Chapter 4 page 78

This task is suitable with the criteria of writing task as suggested by I.S.P Nation's theory in the term “independent task”. The instruction of the writing task above ask the students to write their reflection about the learning process in a chapter. There are some questions in this task that need to be answered by the students with their experience from the task before. The students have to do this task independently.

This task is to train the students to remember the material of the task that already studied before because the students are the demand to repeat it. This task is good to make the students' memory more strongly so that they are not easy to forget about the task in the past

13) Writing Task Provided on Chapter 5 page 104

The writing task in this type is suitable with the criteria of I. S. P. Nations' theory in the term "put the words in order" because this task

gives the students some sentences but they are not in the right order yet (scrambled paragraph). The students have to put them into the table in the right order.

The instruction of this task allows the students to use a dictionary to know the meaning of every word and how to spell the. The students also can be asked the teacher if they have any problems.

14) Writing Task Provided on Chapter 5 page 106

This task is suitable with the criteria of writing task as suggested by I.S.P Nation's theory in the term “independent task”. The instruction of the writing task above ask the students to write their reflection about the learning process in a chapter. There are some questions in this task that need to be answered by the students with their experience from the task before. The students have to do this task independently.

This task is to train the students to remember the material of the task that already studied before because the students are the demand to repeat it. This task is good to make the students' memory more strongly so that they are not easy to forget about the task in the past.

15) Writing Task Provided on Chapter 6 page 121-125

The writing task in this type give the students some conversations on the bracket. In each conversation, there is at least one action in progress at a certain point of time in the past. The students have to

put the verb in the correct forms. It means the students must change incorrect verb to the right verb on the bracket.

The verb available in each conversation is in V1 forms, the students need to change it in the past forms. This task is suitable to the criteria of writing task as suggested by I. S. P. nations' theory in the term " Writing with Grammar Help ".

16) Writing Task Provided on Chapter 6 page 132-133

The writing task in this type asked the students to put the verbs in the correct forms according to the contexts. The students have to correct all the verbs brackets in the sentences below refer to action in progress at present, at a certain point of time in the past, or at a certain point of time in the future.

The students can use a dictionary to make sure they know the meaning of every word. 8 following sentences should be answered by the students. The first one has been done in the correct verb. The students can follow the example to do this work. This task is suitable to the writing task as suggested by I. S. P. Nations' theory in the term " Writing with Grammar Help ".

17) Writing Task Provided on Chapter 6 page 136

This task is suitable with the criteria of writing task as suggested by I.S.P Nation's theory in the term “independent task”. The instruction of the writing task above ask the students to write their reflection about the learning process in a chapter. There are some questions in

this task that need to be answered by the students with their experience from the task before.

The students have to do this task independently. This task is to train the students to remember the material of the task that already studied before because the students are the demand to repeat it. This task is good to make the students' memory more strongly so that they are not easy to forget about the task in the past.

18) Writing Task Provided on Chapter 7 page 143

This task is suitable with the criteria of writing task as suggested by I.S.P. Nation's theory in the term “independent task”. The instruction of the writing task above ask the students to write their reflection about the learning process in a chapter. There are some questions in this task that need to be answered by the students with their experience from the task before. The students have to do this task independently.

This task is to train the students to remember the material of the task that already studied before because the students are the demand to repeat it. This task is good to make the students' memory more strongly so that they are not easy to forget about the task in the past

19) Writing Task Provided on Chapter 8 page 161-163

The writing task in this type asked the students to put the verbs in the correct forms according to the contexts. The students have to correct all the verbs brackets in the sentences below refer to actions or

happening in the past, related either to the time when they happened or the present moment.

The students can use a dictionary to make sure they know the meaning of every word. There are 6 following conversations that should be answered by the students. The first one has been done in the correct verb. The students can follow the example to do this work. This task is suitable to the writing task as suggested by I. S. P. Nations' theory in the type “change the sentences”.

20) Writing Task Provided on Chapter 8 page 166

This task is suitable with the criteria of writing task as suggested by I.S.P Nation's theory in the term “independent task”. The instruction of the writing task above ask the students to write their reflection about the learning process in a chapter. There are some questions in this task that need to be answered by the students with their experience from the task before.

The students have to do this task independently. This task is to train the students to remember the material of the task that already studied before because the students are the demand to repeat it. This task is good to make the students' memory more strongly so that they are not easy to forget about the task in the past.

21) Writing Task Provided on Chapter 9 page 185-186

The writing type provided in this task demand the students to study the example available in this task. The students need to see that

although can also be used to state contrast, with more or less the same meanings. Here the students need to work in a group and restate each contrasting statements by using although.

The students can use a dictionary to make sure they know the meaning in every word. 10 sentences have to do with the students. Some of the tasks are have done like the example. This writing task is suitable to the writing task as suggested by I. S. P. Nations' theory in the type "change the sentences".

22) Writing Task Provided on Chapter 9 page 188

This task is suitable with the criteria of writing task as suggested by I.S.P. Nation's theory in the term “independent task”. The instruction of the writing task above ask the students to write their reflection about the learning process in a chapter. There are some questions in this task that need to be answered by the students with their experience from the task before.

The students have to do this task independently. This task is to train the students to remember the material of the task that already studied before because the students are the demand to repeat it. This task is good to make the students' memory more strongly so that they are not easy to forget about the task in the past.

23) Writing Task Provided on Chapter 10 page 193-194

In this writing task, the students demand to fill in the blank spaces with the right words chosen in the right column.. Here, the students

can use the dictionary to make sure they know the meaning of every word. This writing task is suitable to the writing task as suggested by I. S. P. Nations' theory in the type "complete the sentences".

24) Writing Task Provided on Chapter 10 page 195-196

In this writing task, the students demand to work in a group and follow three paragraphs of the story, but the sentences in each paragraph are not in good order. The students have to put them back together into a well-ordered paragraph. The students need to rearrange the three paragraphs in good order. Here, the students can use the dictionary to make sure they know the meaning of every word. This writing task is suitable to the writing task as suggested by I. S. P. Nations' theory in the type "put the words in order".

25) Writing Task Provided on Chapter 10 page 202

This task is suitable with the criteria of writing task as suggested by I.S.P. Nation's theory in the term "independent task". The instruction of the writing task above ask the students to write their reflection about the learning process in a chapter. There are some questions in this task that need to be answered by the students with their experience from the task before.

The students have to do this task independently. This task is to train the students to remember the material of the task that already studied before because the students are the demand to repeat it. This task is

good to make the students' memory more strongly so that they are not easy to forget about the task in the past.

26) Writing Task Provided on Chapter 11 page 223

This task is suitable with the criteria of writing task as suggested by I.S.P. Nation's theory in the term “independent task”. The instruction of the writing task above ask the students to write their reflection about the learning process in a chapter. There are some questions in this task that need to be answered by the students with their experience from the task before. The students have to do this task independently.

This task is to train the students to remember the material of the task that already studied before because the students are the demand to repeat it. This task is good to make the students' memory more strongly so that they are not easy to forget about the task in the past.

27) Writing Task Provided on Chapter 12 page 249

This task is suitable with the criteria of writing task as suggested by I.S.P. Nation's theory in term “independent task”. The instruction of the writing task above ask the students to write their reflection about the learning process in a chapter. There are some questions in this task that need to be answered by the students with their experience from the task before. The students have to do this task independently.

This task is to train the students to remember the material of the task that already studied before because the students are the demand to repeat it. This task is good to make the students' memory more strongly so that they are not easy to forget about the task in the past.

28) Writing Task Provided on Chapter 13 page 261

This task is suitable with the criteria of writing task as suggested by I.S.P. Nation's theory in the term “independent task”. The instruction of the writing task above ask the students to write their reflection about the learning process in a chapter. There are some questions in this task that need to be answered by the students with their experience from the task before. The students have to do this task independently.

This task is to train the students to remember the material of the task that already studied before because the students are the demand to repeat it. This task is good to make the students' memory more strongly so that they are not easy to forget about the task in the past.

29) Writing Task Provided on Chapter 14 page 270

This task is suitable with the criteria of writing task as suggested by I.S.P. Nation's theory in the term “independent task”. The instruction of the writing task above ask the students to write their reflection about the learning process in a chapter. There are some questions in this task that need to be answered by the students with their

experience from the task before. The students have to do this task independently.

This task is to train the students to remember the material of the task that already studied before because the students are the demand to repeat it. This task is good to make the students' memory more strongly so that they are not easy to forget about the task in the past.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

This research attempts to observe the type of writing task as suggested by I. S. P. Nations' theory of kinds of writing task. According to Nation, there are four kinds of writing tasks, that are: experience task, shared task, guided task and the last is independent task. Each kind of writing task has some types, except independent tasks. Each type of task has some items. The totally was 27 kinds of writing task as the suggestion by Nation. From 27 kinds of writing task there are 7 kinds of writing task provided in the textbook.

After analyzing the writing tasks provided in Bahasa Inggris Think Globally Act Locally textbook for third-grade students of Junior High School published by Ministry of Education and Culture, the researcher found 34 writing tasks provided in this textbook based on Raimes theory. From 34 writing tasks provided on the textbook, there was 29 writing tasks that meet the kind of writing task as suggested by Nation's theory.

From 34 writing tasks in 14 chapters provided on the Bahasa Inggris "Think Globally Act Locally" textbook, there are 29 writing task meet the kind of writing task as suggested by Nation's theory. 6 tasks provided in experience task, 0 task provided in shared task, 9 tasks provided in guided task, and 14 tasks are provided in independent task.

There are 6 tasks from experience task provided in this textbook. 6 tasks from "draw and write" types with the percentage 22,22%. In shared task

types, there was no one writing task provided in the textbook meet the kind of shared task.

From guided task types, there are 9 tasks provided in this textbook. 4 tasks (14,81%) from “writing with grammar help” tasks, 1 task (3,70%) from “complete the sentences” tasks, 2 tasks (7,40%) from “put the words in order” types, 1 task (3,70%) from “follow the model” types, 1 task (3,70%) from “change the sentences” types. The last from independent task, 14 task, with the percentage 48,27%.

The percentage whether the writing task provided in Bahasa Inggris Think Globally Act Locally textbook in 2013 Curriculum for third-grade students of Junior High School published by Indonesian Ministry of Education and Culture meet to the kind of writing task as suggested by I.S.P. Nations’ theory. Here the percentage about the kind of writing task:

$$\frac{7}{27} \times 100\% = 25,92\%$$

The result of this research from the percentage above can be concluded that from the 27 kind on writing task as suggested by Nation’s theory, 7 kinds of writing task provided in this textbook with the percentage 25,92%. The most dominant tasks found is independent task with 14 tasks, with the percentage 48,27%.

Bahasa Inggris Think Globally Act Locally textbook for third-grade students of Junior High School published by the Ministry of Education and Culture has 14 chapters. The last task from each chapter there is “independent task” where the students demanded to write a journal to their learning process

in each chapter such as what they have just learned to, the activities they like most were, the activities they found most difficult were, and what they need to do better is/are. This type of task is good because make the students be a habit in writing fluently.

Based on the percentage whether the tasks provided in textbook are suitable with the criteria of writing tasks as suggested by I. S. P. Nations' theory proposed by Arikunto are 25,92%.

B. Suggestion

There are some of suggestions from the researcher about this book as follow as:

1. To English Teacher

- a. As the teacher, it is important to prepare and provide a good materials to be use in teaching learning. Textbook is one of the importants material that can be use with the theacher as a guide. It means that, a good teacher have to prepare and choose a good textbook for their students. To teach, the teacher have to be active, creative, give a good materials, create a good situations, and make the students comfort in order to make the students enjoy learning.
- b. The result of the analysis of this textbook can be used as a reference in selecting the materials for teaching learning.

2. For Other Researchers

The researcher hopes that this research may be able to become one of the references to other researchers to get the pieces of information for their

research if they have interested in doing the same research. The next researchers may be able to make better research on a good journey to find the best result in a good way.

3. For the Author

Like the foreword in this textbook, the author receives the suggestion. The researcher suggests for the author to develop the kinds of writing tasks more various kinds than ever because it makes more interesting and not boring because there were only 7 kinds of writing task that meet the kind of writing task as suggested by Nation's theory. Also, the author can add a little bit explanations about each topic or theme to easily the student more understanding the topic and purpose of the material inside the textbook.

In the last, the researcher realizes that this research is not a perfect one but hopefully this research can be useful for all of us. Aamiin.

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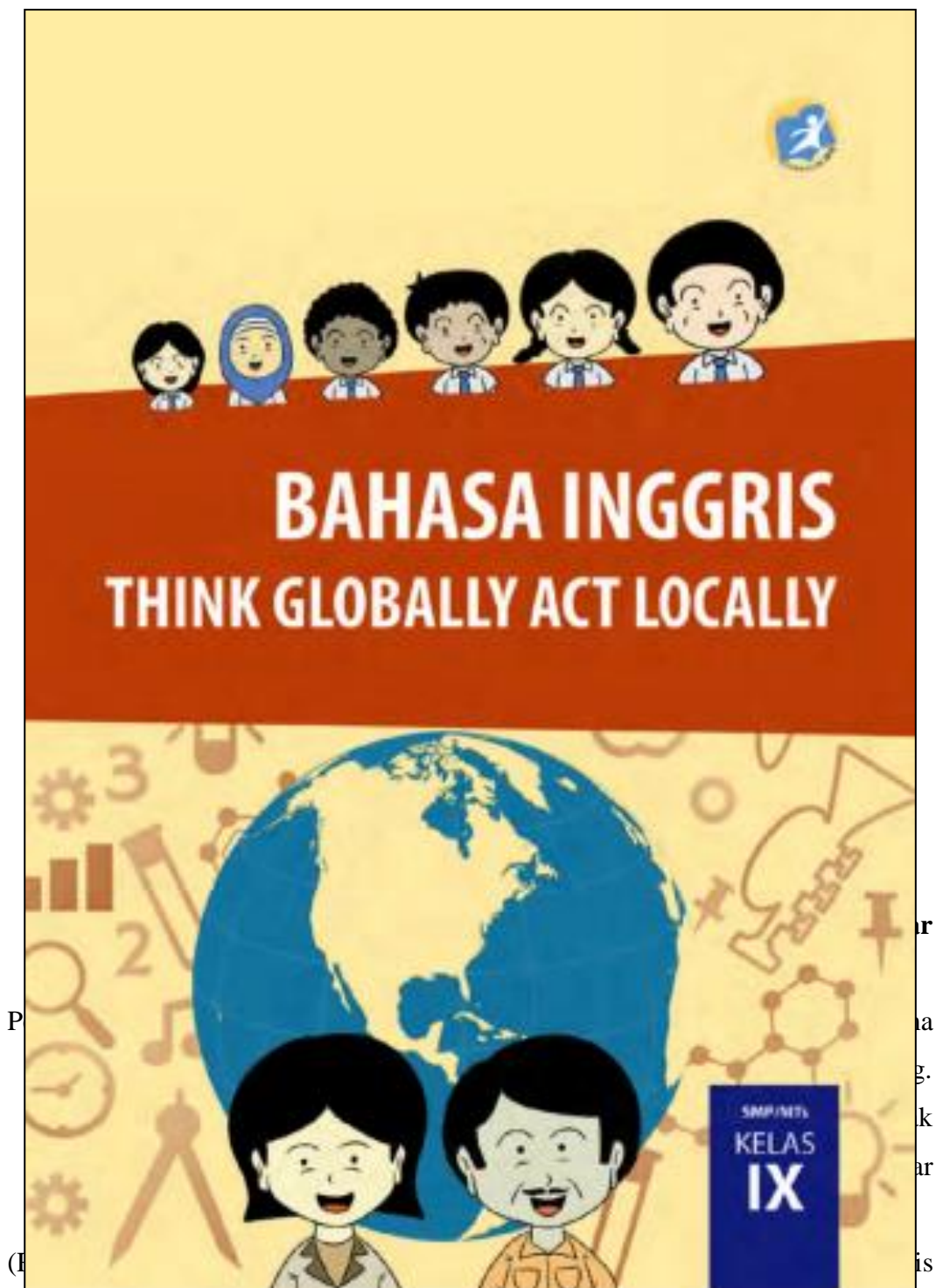
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Appendix 1. Cover of Textbook

Nurayu Prelia Putri. I come from Raden Intan Lampung State Islamic University. English major. My purpose come to meet you, I need your permission to do pre-research in 21 Junior High School Bandar Lampung.)

Guru: Wa'alakumussalam. Iya silahkan. Ada yang bisa saya bantu?

(Teacher: Wa'alakumussalam. Yes, please. Is there anything I can help?)

Peneliti: Jadi begini pak, saya ingin mewawancarai bapak perihal skripsi saya.

Kalau saya boleh tau, buku pelajaran bahasa inggris kelas 9 di sekolah ini menggunakan buku apa pak?

(Researcher: So sir, I want to interview you about my thesis. May I know, what is the textbook for third-grade students that used in this school?)

Guru: Untuk kelas 9 tahun ini menggunakan buku BSE dari pemerintah judulnya Think Globally Act Locally, tetapi kemarin buku yang dikirim salah, jadi masih dikembalikan ke pusat dan sedang menunggu konfirmasinya. Jadi sambil menunggu cetakan bukunya datang, kami juga menggunakan buku pendamping guru.

(Teacher: For the 9th grade of this year using the BSE book from the government, the title is Think Globally Act Locally, but yesterday the book sent was wrong, so it was still returned to the center and was awaiting confirmation. So while waiting for the printed book to come, we also use the teacher's companion book.)

Peneliti: Oh begitu. Baik pak terimakasih banyak atas waktu dan penjelasannya.

(Researcher: Oh, I see. Thank you so much sir for your time and explanation.)

Guru: Sama-sama.

(Teacher: You are welcome.)



(Photo with Mr. Hendro Hermansyah, S.Pd)

Appendix 2b. Interview with English Teacher in SMPN 29 Bandar Lampung (Mrs. Inah, S.Pd)

Peneliti: Assalamu'alaikum bu. Maaf mengganggu waktunya. Perkenalkan, nama saya Nurayu Prelia Putri. Saya berasal dari UIN Raden Intan Lampung. Jurusan Bahasa Inggris. Maksud kedatangan saya datang menemui ibu adalah saya ingin izin untuk melakukan pra-research di SMPN 21 Bandar Lampung.

(Researcher: Assalamu'alaikum miss. Sorry for interrupting your time. My name is Nurayu Prelia Putri. I come from Raden Intan Lampung State Islamic University. English major. My purpose come to meet you, I need your permission to do pre-research in 21 Junior High School Bandar Lampung.)

Guru: Wa'alaikumsalam. Iya. Bagaimana?

(Teacher: Wa'alaikumsalam. Okay. How?)

Peneliti: Jadi begini bu, saya ingin mewawancarai bapak perihal skripsi saya. Kalau saya boleh tau, buku pelajaran bahasa inggris kelas 9 di sekolah ini menggunakan buku apa bu?

(Researcher: So miss, I want to interview you about my thesis. May I know, what is the textbook for third-grade students that used in this school?)

Guru: Baik nak, kami menggunakan buku BSE dari pemerintah yaitu buku Bahasa Inggris Think Globally Act Locally. Selain itu, kami menggunakan buku pendamping. (Bright textbook).

(Teacher: Well, we used BSE textbook from the government the tittle is Bahasa Inggris Think Globally Act Locally. Beside it, we also used companion book. (Bright textbook).

Peneliti: Oh begitu. Baik bu terimakasih banyak atas waktu dan penjelasannya.

(Researcher: Oh, I see. Thank you so much miss for your time and explanation.)

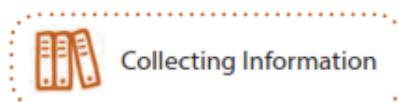
Guru: Sama-sama.

(Teacher: You are welcome.)



Appendix 3. Writing Task Provided in the Textbook

1. Writing Task Provided on Chapter 1 page 5-7



Work in your group. You will read some other situations where Dayu, Siti, Lina, Edo, Beni, and Udin congratulate and express their hopes to each other.

Think of what you would say if you were them. Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly.

Use a dictionary. If you have any problems, come to me.
First, copy the examples.

Situation 1:

Lina has just got the result of her Math test. She is waiting for the result of her English test. Dayu congratulates her for the result of the Math test and hope that she will get an A for the English test, too.

The conversation:

Lina: "Thank God, I got an A for my Math test. But, I'm not sure of the result of my English test."

Dayu: "_____."

Situation 1:

Lina has just got the result of her Math test. She is waiting for the result of her English test. Dayu congratulates her for the result of the Math test and hope that she will get an A for the English test, too.

The conversation:

Lina: "Thank God, I got an A for my Math test.

But, I'm not sure of the result of my English test."

*Dayu: "Congratulations for the result of your Math test.
I hope you will get an A for the English test too."*

Situation 2:

Dayu is going to participate in the bike race to celebrate the Independence Day. Siti shows her hope that Dayu will get a prize.

The conversation:

Dayu: "Siti, wish me luck. I will take part in the bike race to celebrate the Independence Day."

Siti: "_____."

Situation 3:

Edo's father has given him permission to walk to the mountain. Beni is happy for him and expresses his hope that he will have a save trip.

The conversation:

Edo: "Thank God. Finally my father lets me go to the mountain walk."

Beni: "_____."

Situation 4:

Lina tells Udin that she will get a scholarship from the government to finish her SMP. Udin congratulates her and wish her for the best with her study.

The conversation:

Lina: "Udin, I will get a scholarship from the government to finish my

Situation 5:

Beni has fulfilled all the requirements to run for the OSIS Chairman. Udin is happy for him and hope that he will be the next OSIS Chairman.

The conversation:

Beni: "The vice principal said that I had all the requirements to run for the OSIS Chairman."

Udin: " _____."

Situation 5:

Beni has fulfilled all the requirements to run for the OSIS Chairman. Udin is happy for him and hope that he will be the next OSIS Chairman.

The conversation:

Beni: "The vice principal said that I had all the requirements to run for the OSIS Chairman."

Udin: " _____."

2. Writing Task Provided on Chapter 1 page 13-14



Work in group. Decide what the first speaker would likely say in each situation.
Hand-write your work on a piece of paper.
Make sure you know the meaning of every word and spell it correctly.
Use the punctuation marks correctly, too.

Situation 1:

Siti has just made a very beautiful handycraft from *pandan* leaf. Beni praises her craft and hope that she will win the national competition.

Beni: "_____."

Edo: "Thank you. I hope so too."

Situation 1:

Siti has just made a very beautiful handycraft from pandan leaf. Beni praises her craft and hope that she will win the national competition.

Beni: "That's a very beautiful handycraft.

I'm sure you will win the national competition."

Edo: "Thank you. I hope so too."

Situation 2:

Lina has just finished drawing a picture of Mrs. Ani, her English teacher. She will present it to her on her birthday. Siti praises the picture and she's sure that Mrs. Ani will like it.

Dayu has just finished making menu card for his menu. Dayu says that it looks nice and she's sure that everybody will like it.

Dayu: "_____."

Siti: "Thank you. I hope so too."

Situation 4:

Beni has just finished mopping the floor of the health unit. Mr. Dani praises him. He also thanks him for that.

Mr. Dani: "_____."

Beni: "You are welcome."

Situation 5:

Siti has just finished practicing singing. She will sing in the celebration of the Kartini Day. Dayu praises her that she sings like a real singer, and she will get a big applause for that.

Siti: "_____."

Dayu: "Thank you. That's very nice of you."

3. Writing Task Provided on Chapter 1 page 15



In your journal, write your reflection on your learning process in this chapter.



My Journal

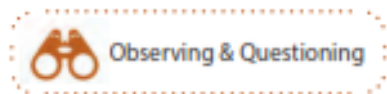
I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

4. Writing Task Provided on Chapter 2 page 21



Work in your group. Use the following table to write the students' suggestions, and their agreement and disagreement with the suggestions.

Hand-write your work on a piece of paper. Some examples have been done for you. Make sure you know the meaning of every word and spell it correctly.

While you are writing, say the words loudly, clearly, and correctly.

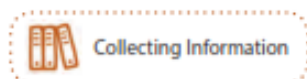
Use a dictionary. If you have any problems, come to me.

First, copy the examples.



Name	Suggestions	Agreement	Disagreement
Beni	<i>I think we should start our wall magazine now.</i>		
Dayu	<i>We should plan it carefully.</i> <i>We should go to people who know how to make a wall magazine.</i>		<i>I don't think we can start now.</i>
Siti	<i>We should think before we leap.</i>	<i>I agree with Dayu.</i>	

5. Writing Task Provided on Chapter 2 page 22-24



Work in your group. There are some situations where Dayu, Siti, Lina, Edo, Beni, and Udin talk and give and respond to suggestions.

Think of what you would say if you were them. Use a dictionary. If you have any problems, come to me. Hand-write your preparation on a piece of paper.

Then, play the roles of the speakers. Say the speakers' sentences loudly, clearly, and correctly.

Two situations have been done for you. First, copy the examples.

Situation 1:

Dayu, Udin and Lina are in front of the classroom, reminding each other that they should do the chores before they go to school.

The conversation:

Lina: "My mom makes me do the housework before I go to school."

Dayu: "_____."

Udin: "_____."

Your written preparation:

Situation 1:

Dayu, Udin and Lina are in front of the classroom, reminding each other that they should do the chores before they go to school.

The conversation:

Lina: "My mom makes me do the housework before I go to school."

Dayu: "I think you should. Your mom is right. You are a teenager now."

Udin: "I agree with you, Dayu. Our home is our home. If we live there, we should take care of it ourselves."

Situation 2:

Beni, Edo, and Udin are sitting in the library during the break. The furniture is dusty. The books and the newspapers on the big table are messy.

Edo: "Don't you think that our library looks dirty and messy? Let's do something to make it more tidy."

Beni: "_____."

Udin: "_____."

Your written preparation:

Situation 2:

Beni, Edo, and Udin are sitting in the library during the break. The furniture is dusty. The books and the newspapers on the big table are messy.

The conversation:

Edo: "Don't you think that our library looks dirty and messy? Let's do something to make it more tidy."

Beni: "Why not? What if you dust the furniture, I tidy up the table, and Udin sweep the floor?"

Situation 4:

Dayu's mother was angry with her because she came home late yesterday.

Dayu: "My mom was a bit angry with me because I got home too late yesterday, at three p.m. I went to the book shop, but I did not tell her".

Beni: "_____"

Lina: "_____"

Situation 5:

Siti, Udin, Lina are planning to walk to the hill next Sunday morning.

Siti: "What if we walk to the hill for exercise next Sunday morning. We should have enough exercise to be healthy".

Udin: "_____"

Lina: "_____"

Situation 6:

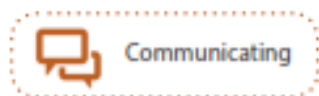
Edo, Dayu, and Lina are planning to visit their teacher, Mr. Sidin, who has been in hospital for two days.

Siti: "Mr Sidin is sick and has been in hospital for two days. Why don't we go and see him this afternoon".

Udin: "_____"

Lina: "_____"

6. Writing Task Provided on Chapter 2 page 33



In your journal, write your reflection about your learning this chapter.



My Journal

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

7. Writing Task Provided on Chapter 3 page 40-41



Work in your group. There are some situations where Dayu, Siti, Lina, Edo, Beni, and Udin talk and ask what to do and what not to do.

Think of what you would say if you were them, and put it to complete the sentences below. Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

Use a dictionary. If you have any problems come to me.

One situation has been done for you. First, copy the example.

Situation 1:

Dayu, Udin and Lina are in the classroom. They see some trash around.

The conversation:

Lina: "Look! The trash is everywhere. The classroom is very dirty."

Dayu: "_____." (what to do)

Udin: "_____." (what not to do)

Your written preparation:

Situation 1:

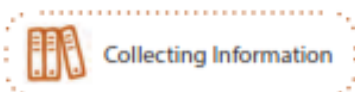
Dayu, Udin and Lina are in the classroom. They see some trash around. They remind each other of what to do and what not to do.

The conversation:

Lina: "Look! The trash is everywhere. The classroom is very dirty."

Dayu: "Pick up the trash and put them in the bin." (what to do)

Udin: "Don't burn the trash, it will cause air pollution." (what not to do)



Situation 2:

Edo, Dayu, and Lina are going to have a flag ceremony in their school.

Siti: "It's nearly 7 o'clock now. Remember, we have a flag ceremony today."

Udin: "_____." (what to do)

Lina: "_____." (what not to do)

Situation 3:

Dayu, Siti, and Edo are sitting in the canteen during the break to have their

8. Writing Task Provided on Chapter 3 page 42



Work in your group. Think of what you can tell and ask your friends what to do or not to do in relation to:

1. the bedroom
2. the bathroom
3. the meal
4. the classroom
5. the school yard
6. an extra-curricular activity
7. a park
8. Mother's Day.

Please use *should, can, have to, must, an imperative sentence*.

Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly.

Two situations have been done for you. First, copy the examples.

Then, present your sentences in front of the class. Say your sentences loudly, clearly, and correctly.



1. *The bedroom*
 - a. *You have to make your bed before you go to school.*
 - b. *You should not leave your bedroom with the light on.*
 - c. *Do I have to sweep it everyday?*
2. *The bathroom*
 - a. *You should clean your bathroom at least once a week.*
 - b. *Your bathroom must not be slippery. It is dangerous.*
 - c. *What should I use to clean the bathroom?*

9. Writing Task Provided on Chapter 3 page 43-44



Collecting Information



Here are Udin, Lina, Beni, Edo, and Siti sitting together again. They are talking about things to do and not to do and the purposes.

Work in your group. Think of what the second person would say to tell the first person to do or not to do something and the purpose. Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly.

Use a dictionary. If you have any problems, come to me.

Then, play the roles of the speakers. Say the speakers' sentences loudly, clearly, and correctly.

Dialogue 1

Beni: "Remember that Dayu got diarrhea because she did not wash the fruit before she ate it."

Lina: "_____."

Your written preparation:

Dialogue 1

Beni: "Remember that Dayu got diarrhea because she did not wash the fruit before she ate it."

Dialogue 3

Edo: "I feel sore all over my body."

Dayu: "_____."

Dialogue 4

Siti: "I exercise before I go to school so I often come late to school."

Lina: "_____."

Dialogue 5

Beni: "There are so many mosquitoes in my house. I feel so annoyed."

Edo: "_____."

Dialogue 6

Lina: "We have too much unrecyclable stuff everywhere."

Edo: "_____."

10. Writing Task Provided on Chapter 3 page 52-54



Work in your group. Think of what the first person would likely ask concerning the purpose of doing the action stated by the second person. Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly.

Use a dictionary. If you have any problems, come to me.

Siti's part has been done for you. First, copy the examples.

Then, play the roles of the speakers. Say the speakers' sentences loudly, clearly, and correctly.

Siti's part

Dialogue 1

Lina: " _____ ?"

Siti: "To keep our body healthy."

Dialogue 2

Udin: " _____ ?"

Siti: "So that you have energy to do our activities during the day."

Your written preparation:

Siti's part

Dialogue 1

Lina: "What for do we need to eat various kinds of healthy food?"

Siti: "To keep our body healthy."

Dialogue 2

Udin: "What should we have breakfast for?"

Siti: "So that we have energy to do our activities during the day."

Udin's part

Dialogue 1

Dayu: " _____ ?"

Udin: "To have stronger lungs."

Lina's part**Dialogue 1**

Siti: " _____ ?"

Lina: "In order not to get serious diseases."

Dialogue 2

Edo: " _____ ?"

Lina: "So that we will stay healthy."

Edo's part**Dialogue 1**

Siti: " _____ ?"

Edo: "So that we will stay healthy."

Dialogue 2

Dayu: " _____ ?"

Edo: "In order to get rid of the dirt."

Dialogue 3

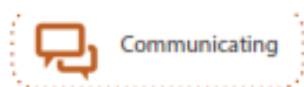
Lina: " _____ ?"

Edo: "So that there are no mosquitos in our house."

Dialogue 4

Beni: " _____ ?"

Edo: "To prevent bacteria and animals from coming."

11. Writing Task Provided on Chapter 3 page 57

In your journal, write your reflection about your learning this chapter.

**My Journal**

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

12. Writing Task Provided on Chapter 4 page 78

In your journal, write your reflection about your learning this chapter.



My Journal

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

13. Writing Task Provided on Chapter 5 page 94



You can choose your own design to make the recipe. Make sure that your recipe consists of the following parts.

- a. The title is 'Spicy Coconut Salad'.
- b. The recipe is divided into two parts,
 - the recipe to cook the vegetables, entitled 'Vegetable'
 - the recipe to cook the coconut dressing (sambal kelapa), entitled 'Coconut Dressing'
- c. Additional information
 - Serves 4
 - Preparation time 20 mins
 - Cooking time 20 mins

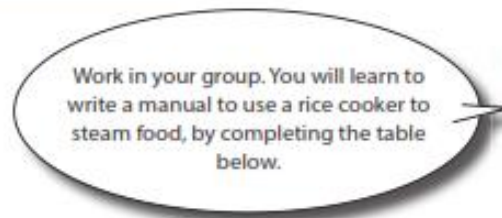
Make sure you spell the words correctly. Use the punctuation marks correctly, too. If you have any problems, come to me.

When you have finished your recipe, present your work to the class.

Expla
th

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14. Writing Task Provided on Chapter 5 page 103



Goal/Title	
Parts	pan, steaming basket, ...
Method	<ol style="list-style-type: none"> 1. Add water into the pan and place the steaming basket on the pan. Slightly turn or adjust the steaming basket. 2. ...

Explanat

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theory that appropriate in this writing task.

15. Writing Task Provided on Chapter 5 page 104



Here are the actions to steam food, but they are not in a good order yet. Put them into the table in the right order.

Method

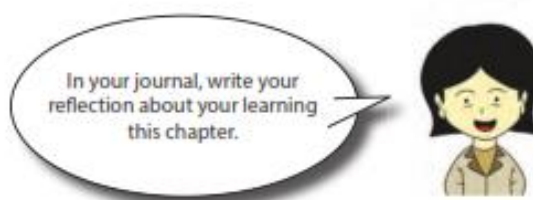
- Time the steaming manually. The unit will automatically switch to "WARM" when water in the pan has evaporated completely.
- Add water into the pan and place the steaming basket on the pan. Slightly turn or adjust the steaming basket.
- Unplug.
- Close the lid firmly.
- Plug in and press the switch. The light indicating "COOK" will be on. The steaming will start immediately.
- Place the pan into the body and add foods (place in dish if required).

For the 'Parts,' put all parts of the rice cooker mentioned in the actions.

Use a dictionary. Make sure you know the meaning of every word and how to spell them.

While you are writing your manual, say the words loudly, clearly, and correctly.

If you have any problems, come to me.

16. Writing Task Provided on Chapter 5 page 106

My Journal

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

17. Writing Task Provided on Chapter 6 page 121-125



Collecting Information



All the verbs between brackets in the conversations below refer to actions in the past. In each conversation there is at least one action in progress at a certain point of time in the past. Put the verbs in the correct forms. Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too. While you are writing, say the words loudly, clearly, and correctly. Use a dictionary. If you have any problems, come to me. The first one has been done for you. First, copy the example.



Lina: "Beni, what (happen) to your foot?"

Beni: "I (trip) and (fall) while I (carry) the pillows up the stairs at home."

Lina: "I hope you'll get well soon, Beni."

Lina: "Beni, what happened to your foot?"

Beni: "I tripped and fell while I was carrying the pillows up the stairs at home."

Lina: "I hope you'll get well soon, Beni."



Dayu: "Siti, where (you, be) before you (go) to school this morning? I (call) you around six to remind you to bring my dictionary to school. But, nobody (pick) up the phone?"

Siti: "I'm sorry I (not, hear) your call. I (water) the front yard. Here's your dictionary. I (not, forget) to bring it."





Lina: "You keep yawning. (not, you) have enough sleep last night?"

Dayu: "No. I (not, sleep) well last night. I (not, sleep) in my bed with my little sister, but in the long chair in the living room. My grandmother (fall) asleep there when she (read) a story to my sister. So did my sister."



Dayu: "Edo, wash the pan for me, please. I need it to make fried noodle."

Edo: "Dayu, sorry, I can't. I (just, get) a small accident. I (cut) my thumb

18. Writing Task Provided on Chapter 6 page 132-133



All the verbs between brackets in the sentences below refer to actions in progress at present, at a certain point of time in the past, or at a certain point of time in the future. Put the verbs in the correct forms according to the contexts.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first two have been done for you. First, copy the examples.

1. A: Can you come and help me to lift the table.

B: I'm sorry, I can't. I (fry) bananas.

A: Can you come and help me to lift the table.

B: I'm sorry, I can't. I'm frying bananas.

2. Look, the children are very happy outside. They (play) football in the rain.

3. I know that the sun usually shines brightly in Ambon. But when I (go) there for a short tour last December, the sun (not, shine) at all. It (be) cloudy everyday. It (rain) again and again.

4. After almost three weeks with a lot of school work, I'm glad that the school (hold) sports and arts competition this week. I (take) part in the

solo singer competition. Last year I (not, take) part in the competition because I (have) a very bad sore throat.

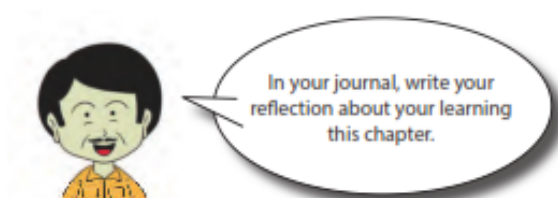
5. My uncle is a very good badminton player. Now he (practise) hard for the Mayor's Cup next week. Two days ago when I (go) to his house to ask him to cut my hair, he (be) not at home. My aunt (say) he (practise) badminton in the sports hall. I understand I should not disturb him now because he (prepare) for the match. Next week I will have no time to play around because I (watch) all his matches.

6. A: More than 10 people from our class are going to go jogging up the Cimaan hill next Sunday. Are you coming?

B: I'm sorry, I can't go with you. A niece of mine (celebrate) her 15th birthday. I (attend) her party.

7. The thief broke in when everyone (sleep) very soundly. Unfortunately, he (trip) over something and (bump) his head on the big cupboard, so my mom and dad (wake) up. With my mom's help, he could catch him while he (try) to get up. When I (wake) up because of the noise, I was surprised. My father (tie) the thief to the chair, and my mother (call) the police. I'm very proud of my brave parents.

8. One of the happiest moments in my life is having a family gathering in my grandma's house once a year during the school holidays. Everybody keeps talking and laughing. My aunts and uncles (still, talk) happily when I (wake) up at one last night. At this moment, while they (prepare) the lunch, they (talk) noisily in the big kitchen. And, I'm sure they (talk) until they go to bed late tonight.

19. Writing Task Provided on Chapter 6 page 136

My Journal

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

20. Writing Task Provided on Chapter 7 page 143

In your journal, write your reflection about your learning this chapter.

My Journal

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

21. Writing Task Provided on Chapter 8 page 161-163



All the verbs between brackets in the sentences below refer to actions or happenings in the past, related either to the time when they happened or the present moment. Put the verbs in the correct forms according to the contexts.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first conversation has been done for you. First, copy the example.

Conversation 1:

Siti: Hi Lina. I heard that you (visit) Cinta Kasih orphan home yesterday?

Lina: Yes, I did. Finally. I'm very happy now that I (meet) them. They are happy kids. I want to know them better. I think I can learn a lot from them.

Siti: Good on you. Let's visit them again soon.

Conversation 1:

Siti: Hi Lina. I heard that you visited Cinta Kasih orphan home yesterday?

Lina: Yes, I did. Finally. I'm very happy now that I have met them. They are happy kids. I want to know them better. I think I can learn a lot from them.

Siti: Good on you. Let's visit them again soon.

Conversation 2:

Udin: Beni, let's take our friends at the orphan home to Ujung Genteng this holiday.

Beni: That sounds a good idea. I (never, be) there before. Have you?

Udin: Yes, I have. I (go) there last year, but I would love to go again with you guys. The beach there is so beautiful and quiet. I'm sure you'll love it.

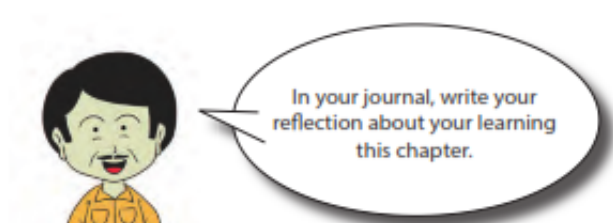
Conversation 3:

Edo: Dayu, (you, contact) Riri? Yesterday you (promise) to call her to tell her where she could buy material for handicrafts.

Dayu: No, I haven't. I completely (forget). Thanks for reminding me about that, Edo. I'll call her right away.

Edo: That's better. So that you will not forget again.

Conversation 4:

22. Writing Task Provided on Chapter 8 page 166

My Journal

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

23. Writing Task Provided on Chapter 9 page 184



Work in your group. You have learned to state a result with *so*. Study the examples below, and you will see that *therefore* can also be used to state a *result*, with more or less the same meanings.

Complete the sentences below to restate the results of the facts that you have learned previously with *therefore*.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Two examples have been done for you. First, copy the examples.



1. Edo's town is the cleanest town in the province. Therefore,
Edo's town is the cleanest town in the province. Therefore, it won the Adipura award on the Independence Day.
2. Before the people did not care. Therefore,
Before the people did not care. Therefore, it was dirty and messy.
3. People do not cross the roads carefully. Therefore, ...
4. There are a lot of traffic jams in big cities. Therefore, ...
5. Benny believes that walking is healthy. Therefore, ...
6. Benny's father does not go to work by motorcycle. Therefore, ...
7. The sky in the village is clear because there is no air pollution.
Therefore, ...
8. Mr. Jufri started smoking when he was very young. Therefore, ...
9. Donny is only 15 years old. Therefore, ...
10. The furniture is made of teak wood. Therefore, ...
11. Our football team does not have good team work. Therefore, ...
12. Mr. Dede is a good English teacher. Therefore, ...

Explain
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24. Writing Task Provided on Chapter 9 page 185-186



You have learned to state a contrast with *but*. Study the examples below, and you will see that *although* can also be used to state a contrast, with more or less the same meanings.

Work in your group. Restate each student's contrasting statements by using *although*. Hand-write your work on a piece of paper.

Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me. Some examples have been done for you. First, copy the examples.

1. Mr. Jufri keeps trying to stop smoking but he knows that it is not easy.

Although Mr. Jufri knows that it is not easy, he keeps trying to stop smoking.

2. Donny is only 15 years old but he can ride on a motorcycle.

Although Donny is only 15 years old, he can ride on a motorcycle.

3. Saskia has a lot of things to do everyday, but she can always finish her homework.

Although Saskia has a lot of things to do everyday, she can always finish her homework.

4. This story is long and there are a lot of new words in it, but I'm trying my best to read and understand it.

5. She lives far from the school and she walks to school, but she never comes late. She even gets to school earlier than many of us.

6. Many teachers say that our class is the best of all the Grade 9 classes, but I don't think that the other classes are not as good as us. We just have better team work and help each other.

7. Paper is not expensive, but we will use the back part of used calendar paper to write our stories for the wall magazine to help reduce waste.

8. Our choir team is new and has practised only for one month, but we could get the third prize of the Mayor's Cup in the Jayapura Choir Competition for Junior High School. I'm very proud of my choir team.

9. Our school does not have many English books and we do not have a language laboratory, but we can speak English well because Mrs. Siregar always uses English with us and makes us use English with her too.

10. Our school does not have a lot of money, but I'm sure we can build a good badminton court. We can collect just 500 rupiahs from every student, and then work together to build a badminton court ourselves.

25. Writing Task Provided on Chapter 9 page 188

In your journal, write your reflection about your learning this chapter.

My Journal

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

26. Writing Task Provided on Chapter 10 page 193-194



Work in your group. The following text is a summary of Sangkuriang, but with some of the words missing. Fill in the blank spaces with the right words you can choose in the right column. Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problem, come to me.



<p>Paragraph 1</p> <p>Dayang Sumbi was a _____ and kind-hearted princess, but _____ she was very lazy. Her hobby was _____ cloth. _____ her weaving tool fell. Tumang, a _____ dog, came to bring her _____ back to her. As she had promised, she _____ him. Tumang was actually a _____ who had been cursed by a _____ to become a dog. But sometimes he could _____ back to a normal man. Dayang Sumbi and Tumang got one _____. His name was Sangkuriang. He did not know that Tumang was his _____ because he was a dog _____. he was with him. Tumang always accompanied _____ whenever he went hunting in the _____.</p>	<p>Sangkuriang</p> <p>cursed</p> <p>turn</p> <p>whenever</p> <p>one day</p> <p>father</p> <p>male</p> <p>weaving</p> <p>to bring</p> <p>married</p> <p>dog</p> <p>son</p> <p>woods</p> <p>beautiful</p> <p>sometimes</p> <p>man</p>	<p>Paragraph 2</p> <p>When he was twelve years old, Dayang Sumbi _____ Sangkuriang to bring her a deer's _____. But after many days in the _____, he could not find a _____. He did not want to _____ his mother, so he killed Tumang and _____ his heart home and _____ it to his mother. Because of her _____ to Tumang, Dayang Sumbi _____ it was his heart, not a _____ heart. She got very angry _____ Sangkuriang. She hit him with _____ wood on his forehead, and _____ him to go away. _____ wounded, Sangkuriang left her and the _____.</p>	<p>brought</p> <p>village</p> <p>gave</p> <p>asked</p> <p>badly</p> <p>told</p> <p>a piece of</p> <p>love</p> <p>knew</p> <p>deer's</p> <p>at</p> <p>woods</p> <p>deer</p> <p>disappoint</p> <p>heart</p>
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27. Writing Task Provided on Chapter 10 page 195

Work in your group. The following are the next three paragraphs of the story, but the sentences in each paragraph are not in a good order. Put them back together into a well-ordered paragraph.

Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problem, come to me.



1. He fell in love with her at the first sight.
2. She could never get older because she was granted eternal youth by the gods.
3. There he met a beautiful young woman.
4. He did not know that she was Dayang Sumbi.
5. One day Sangkuriang went back to his village.

Paragraph 4

1. Then she got an idea.
2. Dayang Sumbi saw the bad scar on his forehead.
3. do.
4. She told him the truth again and again but he would not believe her.
5. One day he approached Dayang Sumbi to propose her.
6. She asked him to make her a lake and a boat in one night.
7. She soon realized that he was her own son, Sangkuriang.
8. She was thinking hard to find a way not to marry him.

Paragraph 5

1. Knowing Dayang Sumbi cheated him, Sangkuriang got very angry.
2. Dayang Sumbi got very worried.
3. She was thinking hard again to find a way to fail him.
4. The genies thought that the morning was almost broken.
5. It is now known as Mount Tangkuban Perahu.
6. By dawn both the lake and the boat were almost done.
7. She asked the people in the village to burn the woods in the east, so that the light made all the cocks in the village crow.
8. They ran away as fast they could, leaving the boat unfinished.
9. Then she had an idea.
10. He kicked the boat so hard that it went upside down.

28. Writing Task Provided on Chapter 10 page 202

In your journal, write your reflection about your learning this chapter.

My Journal

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

29. Writing Task Provided on Chapter 11 page 222

Now it is your turn to describe some objects from your local culture, including

- 1) two traditional foods
- 2) two traditional handicrafts
- 3) two local animals

To describe each object, state five facts about facts about the object in the passive voice. Use the verbs and other words you have learned in this chapter.

Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

Use a dictionary. If you have any problems, come to me.

Then, present your work to the class.

Explanation: There was no one kind of writing task as suggestion by Nation's theory that appropriate in this writing task.

30. Writing Task Provided on Chapter 11 page 223

In your journal, write your reflection about your learning to describe object in the passive voice.

**My Journal**

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

31. Writing Task Provided on Chapter 12 page 248

Now it is your turn to write one text about an animal, one text about a non-living thing, and one text about people. For each text, choose one from the three objects.

- 1) ant, cockroach, mouse
- 2) desk, blackboard, bench
- 3) football team, English club, choir group

First, plan what you are going to write by using the table of analysis appropriate for each object. Use a dictionary. If you have any problems, come to me.

Then, present your work to the class.

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32. Writing Task Provided on Chapter 12 page 249

In your journal, write your reflection on your learning process in this chapter.



My Journal

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

33. Writing Task Provided on Chapter 13 page 261

In your journal, write your reflection about your learning this chapter.

My Journal

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

34. Writing Task Provided on Chapter 14 page 270

In your journal, write your reflection about your learning this chapter.

My Journal

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are
